

**How are New Zealand job advertisements perceived by
graduate students from Mainland China: A case study**

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Abstract

The purposes of this study were (a) to explore how New Zealand job advertisements are perceived by graduate students from Mainland China, and (b) to identify if there are any potential areas for intercultural (mis)understanding. Since no studies have been published which have focused on this exact topic, this study will address a gap in the literature. The research design involved a qualitative approach, which consisted of interviews with participants, critical discourse analysis (CDA) of the job advertisements and intercultural discourse analysis. Interviews were used to collect descriptive data on how the postgraduate students ‘receive’ and ‘perceive’ the criteria the employer wants potential applicants to meet. The findings revealed that the Mandarin Chinese participants often found some of the terms used in the New Zealand advertisements quite ambiguous. They did not quite know what to make of those terms: they did not resonate with them. This increased their feelings of uncertainty as to what was expected of them and may have impacted their willingness to apply for the jobs advertised. The study also revealed that some of the lexical words and modal words obviously reflected what is required of applicants when they want to apply for the jobs. The design also included a comparative analysis of New Zealand and Mandarin Chinese job advertisements. Results indicated that people from different cultural backgrounds perceived similar or identical wording differently. Chinese applicants may misunderstand the covert meaning of New Zealand advertisements, and vice versa. Such points of difference affected the understanding of my participants who want to try a find a job in New Zealand. If they lack familiarity with intercultural and crosslinguistic differences, this may be reflected in the way they write their application and they may either not be selected for the interview, or not be able to do well in the interview. For future research, expanding the sample to a large group to look at how students ‘read’ and ‘perceive’ Chinese advertisements is suggested. It would be very useful to have some workshops specifically aimed at international students graduating from postgraduate courses and applying for jobs in New Zealand. If these students were “on the same page” as the employers and got the underlying, hidden meaning, they would definitely find it easier to succeed in an interview.

Attestation of Authorship

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgments), nor material which to a substantial extent, has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.

Signed:

Date: 14/09/2020

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Chapter 1 Introduction

The wording of this advertisement is easier to read. It gives the applicants an impression that it might be easier to successfully apply for this position. The advertisement uses many colloquial expressions to attract applicants. (P4)

Every year New Zealand receives a significant number of international students from China (Ministry of Business, Innovation & Employment, n.d.) and a number of these individuals try to find a job in New Zealand rather than return to their home country. When searching through the job advertisements, they may encounter unfamiliar wording or phrases describing the position or the qualities applicants should demonstrate. From one of my participants' responses, presented above, it can be understood that applicants may 'perceive' what qualities the employers are looking for by what the wording used in the job advertisements. This may involve interpreting the meaning of adjectives such as 'passionate' and 'enthusiastic'. If potential participants are able to perceive the criteria, this will enable them to write an appropriate covering letter and do well in the interview. If they do not understand the pragmatic intent of the job criteria, they will not be able to complete the application process as well as someone who correctly perceives the pragmatic intent.

1.1 Aim of the study

The aim of this study is to find out how international postgraduate students from Mainland China who want to find a job in New Zealand, 'read' New Zealand job advertisements. It also aims to provide a comparison of original job advertisements from Mainland China (written in Mandarin Chinese) and from New Zealand (written in English) in order to identify points of difference. Therefore, the research has been conducted by means of a comparative analysis of comparable Mandarin Chinese and New Zealand job advertisements. This is to provide further background to the research questions: (1) How are New Zealand job advertisements perceived by graduate students from Mainland China? (2) Are there any potential areas for intercultural (mis)understanding? Data has been collected through semi-structured interviews with 10 international postgraduate students from Mainland China who are majoring in hospitality management. Interview responses were analysed and themes examined with regard to the participants' recurrent

comments on some specific phrases. Analysis and interview responses delivered findings that indicate where future research might be focused.

1.2 Significance of the study

This study provides a new perspective on how international postgraduate students from Mainland China perceive New Zealand job advertisements. To the best of my knowledge there has not been any similar research done to date. It is hoped that the findings will provide insights as to any potential intercultural misunderstandings that may arise for students wishing to apply for work in New Zealand but not able to identify the qualities employers are looking for.

By identifying the differences or similarities in the ways the Chinese advertisements and New Zealand job advertisements are worded, it is envisaged that these international students may have more confidence in applying for a job in New Zealand.

This study may also give an insight into whether there are any possibilities to provide support to international students in tertiary education so that they find it easier to succeed in an interview.

1.3 Structure of the thesis

The next chapter will present a review of a range of studies relating to business culture, genre, pragmatics, critical discourse analysis (CDA), intercultural discourse analysis and reception studies.

The methodological approach involving research design, research questions, participants, data collection, data analysis and interviews as well as my rationale for my chosen approach will be described in Chapter Three.

The research findings will be presented in Chapter Four and Chapter Five. Chapter Four explains the elements of CDA, in which I will be using the tools of lexicalisation, modality and mood to undertake an analysis of the three New Zealand job advertisements. It will also include a CDA of comparable Chinese job advertisements and an intercultural comparative analysis of the New Zealand and Chinese job advertisements. Chapter Five will outline the participants' responses to the three job advertisements and the three themes, along with examples that come up repeatedly.

Chapter Six is the conclusion chapter. It will review the research questions and methodology, will consider how my findings are aligned with or contradict the literature

in the review in Chapter Two. Some of the salient findings as well as the limitations of the study will also be presented, followed by suggestions for future research.

Chapter 2 Literature Review

2.1 Introduction

This study aims to explore how international postgraduate students from China who want to find a job in New Zealand, ‘read’ and receive New Zealand job advertisements. In this chapter I will review the literature on business culture, genre, and pragmatics, before turning to critical discourse analysis (CDA), cross-cultural discourse analysis and reception studies. I will also identify the gap in the literature that this study hopes to address. I will start by briefly reviewing the literature on business culture because it may affect how HR professionals write job advertisements in different countries.

2.2 Business culture: Differences between countries

According to well-known business psychologist Hofstede (1994), culture is “the collective programming of the mind which distinguishes the members of one category of people from another” (p. 1). He defines “category of people” as a particular group of people, such as a nation, a region, an ethnic group, an organisation, or a family. They are a part of a specific social environment where they share similarities of nation, region, ethnic group or even family (Hofstede, 1994). People from the same category act in common that they may be recognised as a particular group (Scollon et al., 2011, p. 138). On the other hand, individuals in the same group may also demonstrate considerable differences based on their diverse educational backgrounds, age and occupation. It is essential to consider such individual differences when doing business within nations. However, these possible differences between individuals may tend to be weakened. In this sense, it is more important to look at the features observed across a country as a whole rather than the individuals when doing business with other countries. This is relevant to the study described here because any cultural differences may affect how HR professionals in different countries write job advertisements and how job applicants perceive them.

In the next section I will look at Hofstede’s cultural dimensions because his comparison of dimensions between countries may provide a preliminary conceptualisation of some influential elements that shape the way in which HR professionals write job advertisements.

2.2.1 Hofstede's cultural dimensions

To compare the differences between countries from an international perspective, Hofstede (2011) identified power distance, individualism, masculinity, uncertainty avoidance, long-term orientation and indulgence as the dimensions, based on the scores provided by Hofstede, Hofstede and Minkov (2010). Figure 2.1 shows the differences across these six dimensions between New Zealand and China. I am showing the differences between New Zealand and China here because later in this thesis I will report a comparative analysis of English and Mandarin Chinese job advertisements to identify any cultural differences.

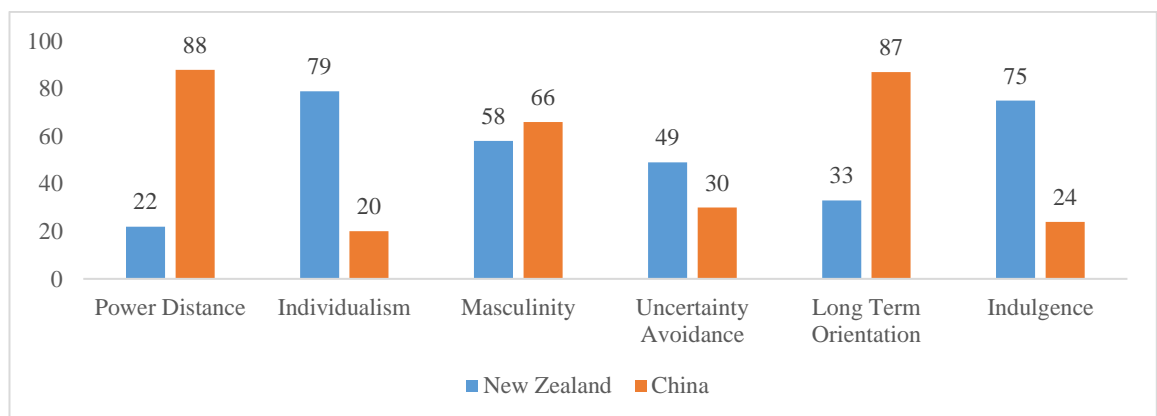


Figure 2.1 Comparison of values for the six dimensions for New Zealand and China (Hofstede, n.d.)

Power distance

Power distance is defined as “the extent to which the less powerful members of organizations accept and expect that power is distributed unequally” (Hofstede et al., 2010, p. 61). Power distance thus reflects social inequity: a country with a higher power distance score has more social inequities than a country that scores lower on power distance. From this point of view, China has more social inequities than New Zealand. Higher power distance can also be considered as hierarchical and lower power distance as egalitarian. Also of interest in this context is the work of Erin Meyer, who became interested in the cross-cultural aspects of management through her work as a Peace Corps volunteer and her time spent in different parts of the world (“Erin Meyer,” 2019). Meyer’s (2014) placement of cultures on the Leading scale also reflected China being deeply hierarchical and some English-speaking western countries are strongly egalitarian.

Hofstede's website (Hofstede, n.d.) named English-speaking western countries such as New Zealand, Ireland, UK, Australia, Canada and the US.

House, Hanges, Javidan, Dorfman, and Gupta (2004) researched egalitarian versus hierarchical leadership preferences in various countries to see how inequity in a society is accepted and expected. The results indicate that signals representative of power can be interpreted very differently in various countries. These signals can be material possessions, actions or behaviours, as Meyer (2014) suggested. For example, a boss in an egalitarian culture may act like one of the team while these same actions might be identified as ineffective and incompetent in a more hierarchical culture. Subordinates used to such hierarchical cultures with a higher level of power distance prefer their boss behaving like a "boss" (Meyer, 2014). Indeed, Asian countries have rapidly developed their businesses all over the world in recent years and, despite the increasing popularity of western cultures among Asian young people, most Asians are still used to more hierarchical structures, although Meyer also describes the very democratic decision-making systems in Japanese companies. People from hierarchical cultures (un)consciously defer to people who have higher social status. This might be not the case in certain western countries. Meyer gives the interesting example of a South American boss of the Heineken company whose views are constantly being challenged during meetings with his subordinates in the Netherlands. This again shows that Asian countries and western countries are not created equal and we should be careful not to generalise.

Inequality also manifests itself in the use of language. For example, the use of "you" which is used to address other people relates to power distance in different cultures (Bucher, 2015). Asian countries such as China, Japan and Korea and many western countries including the Netherlands, Germany, France, Spain, Portugal and Italy tend to have different forms of "you", including informal and honorific forms. Vietnamese has eleven different ways of addressing people, while Korean has six different levels of politeness. English used to have honorific and more informal forms, but now uses "you" to address a wide range of different addressees. This seems to reflect a lower level of power distance.

Meyer (2014) also noted that Chinese subordinates generally do not address their superiors by their first names if they do not possess the same status, and that Chinese speakers use titles to show their positions in the hierarchy. Therefore, power distance may affect how HR professionals write job advertisements. It is possible that one would find

wording expressing deference or compliance in Chinese advertisements while there might be more wording referring to equality in New Zealand advertisements.

Expressing politeness and criticism

From the perspective of Scollon, Scollon and Jone (2011), the western cultural “face” relies on what individuals need and is usually less useful when in a group. “Face” is “the positive social value a person effectively claims for” himself or herself by a “pattern of acts” in which he shows his view of the situation (Goffman, 1967, p. 5). “Face” in China involves “the respectability and/or deference which a person can claim from others” (Gudykunst, 2004, p. 285) when that person has a reputation based on his or her position. Politeness means ensuring that nobody loses face. In many less individualistic cultures, such as Asian culture, receiving criticism or compliments in front of others may be viewed as a form of losing face. Individual feedback should be given to individuals and group feedback to the group, as Meyer (2014) proposed. Since people from a particular group act in similar ways (Scollon et al., 2011), they might demonstrate similar politeness behaviours. For example, people who have Asian cultural backgrounds may be more likely to soften the criticism and blur the message while people from certain western cultures may tend to express criticism bluntly and transparently. Bluntness and transparency are a polite way of criticising a particular group of people, which might seem to be rude for another group (Meyer, 2014). This shows that an alternative view of politeness can be realised within another culture (Scollon et al., 2011). According to Leech (1983), the Politeness Principle is to “minimize the expression of impolite beliefs” (Leech, 1983, p. 81). Leech emphasises the importance of politeness in using expressions that “minimize the expression of praise of self; maximize the expression of dispraise of self” (Leech, 2014, p. 35) as the ‘modesty maxim’. He also suggests people minimise their disagreement with others while maximising agreement with others, following the ‘agreement maxim’. This is relevant here because the tone of writing displayed in job advertisements may affect applicants’ willingness to apply for the positions. If I apply Leech’s (1983) Politeness Principle to the present study, HR professionals may consider using more polite and friendly expressions to suggest a mutually respectful working environment when they are writing the job advertisements.

Indulgence and restraint

In his comparison, Hofstede’s (2011) also identified some other obvious features which differ between indulgent and restrained countries. People in countries with high

indulgence may feel happier, attach higher importance to freedom and leisure, and be likely to enjoy positive moments. Frey and Stutzer's (2002) research explored happiness in the hope of helping people understand how such a subjective well-being is formed. In this sense, HR professionals in the high-indulgence countries may tend to use wording more related to feelings of happiness, freedom and leisure in job advertisements. New Zealand scores high on indulgence, which means New Zealanders may be more likely to place a higher value on how much happiness, freedom and leisure are implied in job advertisements. However, it is not impossible to envisage that countries which score lower on indulgence like to enjoy a happy, free and leisured life as well as a decent, comfortable and highly paid job. In my own experience, Chinese are now also more focused on work-life balance, especially the younger generation. Chinese may also prefer to apply for jobs if the advertisements suggest that employees may enjoy working there. This is relevant to my study in that the comparison of the wording used to imply a happy working environment in English and Mandarin Chinese job advertisements may have an impact on how participants perceive such advertisements.

Uncertainty avoidance

As Hofstede (2001) suggested, uncertainty avoidance refers to how people feel when they are confronted with uncertain situations. Uncertainty avoidance thus reflects "the extent to which members of a society are able to cope with the uncertainty of the future without experiencing undue stress" (Ayoun & Moreo, 2008, p. 66). People from higher uncertainty avoidance cultures tend to resist change and innovation while people from lower uncertainty avoidance cultures are more comfortable with unfamiliar risks (Hofstede et al., 2010). Debus, Probst, König, and Kleinmann (2012) raised the idea that the level of uncertainty avoidance reflects how societies act in response to ambiguous situations. Hofstede and Bond (1986) also point out that formulating regulations and rules for people to follow when coping with uncertainty about the future is widely accepted in higher uncertainty avoidance societies. Ayoun and Moreo (2008) suggested that people in societies with low uncertainty avoidance are less anxious about uncertainty and therefore fewer regulations and rules are established. Geletakanycz's (1997) research on hotel managers provides support for this notion. She found that hotel managers whose cultures are considered to be low uncertainty avoidance are more likely to behave more flexibly when they deal with uncertain issues in the hospitality setting. In this regard, Chinese may be more free to take risks and more flexible at work than New Zealanders since the score shows China has lower uncertainty avoidance than New Zealand.

However, this is contrary to my own experience. Although Chinese are now more flexible and more open to risks as well as uncertainties, they are still not willing to accept change if they already are in an environment. This is relevant to my study in that ambiguity in job advertisements may affect how applicants perceive such advertisements and their willingness to apply for these jobs.

Masculinity

According to Hofstede (2011), masculinity is another factor affecting how HR professionals prepare their job advertisements. They may also imply a wish for male applicants by subliminally referring to masculinity. Askehave's (2010) study suggested that both male employees and female employees agree that a job advertisement aimed at male applicants, as it uses many business-oriented expressions like 'doing business' and 'making profits', does not appeal to women who are perceived to be more social-oriented, favouring expressions such as 'good communication skills' and 'human resource coordination'. Gaucher, Friesen and Kay (2011) also realised that job descriptions with more feminine wording do not discourage men from applying, but job descriptions with masculine wording discourage women from applying. This is relevant to my study because it will be useful to see if there is any gender-oriented wording in the job advertisements.

The next section will look at high versus low context culture as this too may be considered as a factor affecting intercultural communication – including job advertisements – between employers and potential employees in different countries.

2.2.2 High versus low context

Hall (1976) proposed that the concept of high versus low context cultures may also help us understand cultural differences a bit more easily. He defined a high context (HC) culture as a culture where people are profoundly connected with each other, and do not need a lot of words to 'get the message'. In HC cultures, people share information by "simple messages with deep meaning" (p. 39). A low context (LC) culture is the one in which people are "highly individualized, somewhat alienated and fragmented" (p. 39). In an LC culture, people say things very explicitly and clearly, since the meaning is not context-dependent. In an LC culture, people are relatively less involved with others compared to those from an HC culture (Hall, 1976), since the emphasis is on individualism. This is relevant to my study because it involves participants from what

used to be an HC culture (Mainland China) reading job advertisements from New Zealand employers, where New Zealand is seen as having an LC culture.

According to Meyer (2014), the history of a country significantly affects its level of high or low context. Meyer (2014) pointed out that countries like China, Japan and India have HC cultures in terms of their shared history. People from these countries are taught to speak and write in a very different way to people in western countries as children. They connect with each other by the shared context handed down through successive generations, and this shapes their communication style. On the contrary, a country like New Zealand, with only less than two hundred years of shared history, given that the Treaty of Waitangi was signed in 1840 (NZ History, n.d.), and high migration (StatsNZ, n.d.) over the last few years, has shaped its LC culture in its diversity. People from an LC culture generally have less shared knowledge and fewer things in common, and they are more inclined to speak out freely – expressing their views explicitly – from childhood (Meyer, 2014).

Hall (1976) also stated that people raised in HC cultures expect to receive more understanding from their interlocutors than those from LC cultures do (p. 113). An HC individual largely expects an interlocutor to understand what is in his or her mind instead of giving a full explanation. It is the interlocutor's responsibility to understand the speaker's intentions (Hall, 1976). In Meyer's (2014) view, messages should be passed effectively with simple, clear and explicit communications in an LC culture. People generally are unconscious of noticing they are obeying this requirement. They simply do as they are told: "Tell them what you are going to tell them, then tell them, then tell them what you've told them" (Meyer, 2014, p. 35).

In HC cultures, the transmission of information depends more on the context itself than the verbal communications (Nishimura, Nevgi & Tella, 2008, p. 785). To be more specific, people can only understand the true meaning between the lines once the information is put into the corresponding context. Communications become efficient, valued and time-saving when enough time for programming is provided (Hall, 1976, p. 101). However, in LC cultures, messages are often irrelevant to the context, and rely much more on explicit communications (Keegan, 1989, p. 115). It is more understandable for people in these cultures to communicate with each other in words, sentences and grammar (Hall, 1976, p. 91). They value what is said rather than how or under what circumstances to say it (Onkvisit & Shaw, 1993, p. 261). This is very relevant in the context of my study,

as it will be interesting to see how participants from an HC culture – such as Mainland China – read the meaning of job advertisements written by HR professionals from an LC cultural background.

In general, high versus low context cultures refer to how much people rely on things other than words to convey meaning (Hall, 1976). People act fairly differently in different context cultures, which may have an impact on how they do business with others. To be more precise, this might affect the way employers write their job advertisements as well as the way job applicants perceive what may be conveyed by the job advertisements. I will now turn to genre, as job advertisements may be seen as a particular text type.

2.3 The importance of genre

Translation scholar and Bible translator Eugene Nida (1964) distinguished different text types (expressive, informative, operative/persuasive) as requiring different translation approaches. Katharina Reiss (2000) expanded on Nida's text types when she set out her own text type theory: Reiss (2000) distinguished informative, expressive, operative and audiovisual text types, as well as subtypes for each category. Job advertisements may be seen as a text type or genre that is both informative and persuasive (Nida, 1964; Reiss, 2000). They provide information about a position (the job) and try to persuade what they perceive to be 'the right applicants' to apply for the position.

2.3.1 Genre

According to Richards and Schmidt (2013), a genre occurs in a specific setting which can be identifiable and has remarkable communicative functions. Paltridge (2012) commented that "genres may typically be performed by a particular person aimed at a particular audience" (p. 84-85). They are a common feature of everyday life and, according to Paltridge (2012), are a central way for people to get things done. A genre varies in terms of its typicality, so even if a text is more or less typical of a genre, it is still an example of the particular example (Paltridge, 2012). Reiss (1981) considered the text variety as a genre, pointing out that within text types (e.g., informative) there are text varieties (e.g., reports, newspaper articles). When there are recurrent acts of speech appearing in a similar communicative place, a genre is formed. For example, people usually write job advertisements with similar formats: job title followed by job descriptions and requirements. Genres can also be categorised into spoken and written types and each genre has a common function and purpose (Paltridge, 2012). This is because language is used in specific ways depending on purpose or depending on

whether the text is written or spoken and the social and cultural context behind the text when the genre occurs.

I will look at discourse of job advertisements in the next section as it may be useful for applicants to identify employers' intentions before they apply for the job.

2.3.2 Discourse of job advertisements

As Swales (1990) suggested, job advertisements are employed in a given discourse context to achieve a set of certain communicative aims. The most distinct aim is to attract the attention of the most suitable candidates and encourage them to apply (Łacka-Badura, 2014). We see such a kind of genre appear repeatedly when employers are in the need of potential employees who are able to meet the requirements and qualifications. Applicants can identify employers' intentions through the requirements listed in the job advertisements.

This study looks at the genre of job advertisements. Different countries have different conventions as to how job advertisements are written. In other words, although belonging to the same genre, a Mandarin Chinese job advertisement may look quite different to the way a New Zealand job advertisement has been written. This thesis will report a comparative analysis of Mandarin Chinese and New Zealand job advertisements relating to work in the hospitality setting to identify how these job advertisements are written and what the purpose of writing these job advertisements is.

The next section will explain the significance of pragmatics to my study.

2.4 Pragmatics

Yule (1996) described pragmatics as “the study of the relationships between linguistic forms and the users of those forms” (p. 4). Language users can understand each other when they share some particular rules and conventions, even if the “illocutionary force” (p. 48) of utterances is not clearly explicated. Yule (1996, p. 48) defined “illocutionary force” as illocutionary meaning, which goes beyond what people literally have said. Paltridge (2012) also suggests that such illocutionary force may “depend on the stage in the discourse, as well as the social context, in which the person is speaking” (p. 56). However, as Wodak (2007) stated, although some distinctive features of the immediate context have been identified through the particular rules and conventions, language users sometimes react only with their subjective intuition.

Newmark (1988) had the same notion as Wodak (2007) and believed that most pragmatic interpretations are tentative and presumptive. From Morris's (1999) perspective, interpreters may find it difficult to succeed in court because they often struggle in situations where they need to decide whether to convey the pragmatic intent of the original utterance which they can understand in the interpreting process. According to Teng, Burn and Crezee (2018), even though syntactic structures in English and Mandarin Chinese are similar, it may not be easy to achieve pragmatic equivalence when interpreting legal issues from English to Mandarin Chinese. Also, it requires syntactic transformation rather than lexical collocations to maintain equivalent pragmatic meaning from original language to target language. The same applies to Nida's (1964) "dynamic equivalence of translation" (Nida, 1964, p. 159). He argues that the translator has to consider the readers' intelligibility and informativeness from the readers' perspective when translating. If a translator wants to suggest a specific behaviour through translation, he or she may need to make some adjustments in terms of the pragmatic intent so that the readers can understand the full meaning of the information which is being conveyed (Nida, 1964). Similarly, applicants reading job advertisements targeted at readers in another country and culture may have to mentally 'translate' the content to identify the intended pragmatic intent, if they are able to do so.

Subtirelu (2017) found it interesting that, when HR professionals are screening applicants, they may not only consider if the applicants meet the explicit requirements, but also those not included in the advertisement. For example, HR professionals may write "driving licence is desirable" which is not a necessary requirement for non-driver positions, but if applicants do not have a driving licence that they might fail to be selected for an interview. If applicants are not able to identify HR professionals' intent implied within the job advertisement, they may not succeed in the job application.

Pragmatics is therefore both linked to cultural expectations and to the level of literacy of the listener or the reader. This is relevant here as this thesis will report an exploration of some pragmatic intent within the three New Zealand job advertisements.

The next section will discuss CDA as a tool to analyse the pragmatic intent of texts.

2.5 Critical discourse analysis

Discourse

Discourse is “language above the sentence or above the clause” (Stubbs, 1983, p. 1). It focuses not only on “patterns of language across texts” (Paltridge, 2006, p. 2) but also “the relationship between language and the social and cultural contexts in which it is used” (Paltridge, 2006, p. 3). Discourse analysis is “the study of the ways sentences and utterances are put together to make texts and interactions” (Jones, 2012, p. 2), which should be suitable for our daily life and the social world. As language is not clear and always “a matter of where and when it is used and what it is used to do” (Jones, 2012, p. 2), discourse analysis properly combines language and aspects beyond language to make people understand each other better. Miscommunication often arises between two different discourse systems as it may be difficult to express oneself properly when in a different language or setting (Scollon et al., 2011). For example, messages that are “problematic communication from the viewpoint of management may be seen as effective from an employee’s perspective” (Eisenberg & Phillips, 1991, p. 245) within the organisation.

Critical discourse analysis(CDA)

Paltridge (2012) wrote that the main function of CDA is to discover the imbedded values and norms in a text, which is also a channel to reveal and reinforce various issues such as ideology, culture, gender and identity. Machin and Mayr (2012) held the same idea that one of the linguistic functions is to identify how language can be used as an ideological tool. In-depth analysis of texts can disclose the hidden ideology of the texts. This is very relevant when it comes to the hidden intent of job advertisements.

However, there is no unified consensus on what defines CDA and therefore it may be difficult to develop a cohesive set of principles (Paltridge, 2012). According to Fairclough’s (1989) model, CDA is not simply an analysis of text but of the relations between discourse and other social processes. Stubbe et al. (2003) also proposed that CDA aims to reveal the relationships between language, power and ideology which can enhance readers’ understanding of the interplay with regard to social power. Rogers (2011) held the same idea that CDA can reflect and construct the social world, and might explore gender, ideology and identity issues. This is very important in job advertisements, where the employer has the social power to select job applicants for interview and to select interviewees for employment.

CDA also involves some analytical tools such as lexicalisation, modality and mood (Fairclough, 1992; Goatly, 2000; Machin & Mayr, 2012). Lexicalisation or word

connotation refers to the choice of words used by the text producer to reflect some motivating reasons (Machin & Mayr, 2012). For example, when HR professionals write “immaculate presentation”, their intent behind may be their high expectations or demands of the presentation of applicants who are interested in applying for the job. According to Hodge and Kress (1979), modality is a tool to achieve the communication and assessment of people’s feeling and their certainty about the information conveyed and obtained. By using modal verbs, modal adjectives and their adverbial equivalents, speakers’ or writers’ opinions can be expressed. Listeners or readers are also able to assess the information the speakers or writers are trying to convey and how they relate to this information (Fairclough, 2003). For example, if an ad says “the person we are looking for will be working in Aria Restaurant”, it shows slightly certainty from HR professionals or the employer about this person’s workplace. Mood is “an interaction between the speaker and the listener” in an interpersonal metafunction system (Halliday & Hasan, 1985, p. 5). Mood can be identified as declarative, interrogative or imperative. These moods are used by the speakers to express their statements, questions or commands while the listeners can gauge how they should react. For example, when an advertisement says “we’d love to talk to you!”, it establishes an interpersonal relationship between the HR professionals and the applicants. This study will use the tools of lexicalisation, modality and mood to uncover implicit or indirect meanings (Van Dijk, 2013) in the three New Zealand job advertisements.

Discourse differs between cultures. In the next section I will look at intercultural discourse analysis.

2.6 Intercultural discourse analysis

As Meyer (2014) noted, methods for effective communication vary hugely from one culture to another. Meaning is socially constructed (Vygotsky, 1987). People in the United States or other western cultures are sometimes said to communicate explicitly, while listeners in traditional Asian cultures tend to read between the lines for covert meaning. In this sense, a New Zealander may not easily understand the messages transmitted by someone who grew up in traditional Chinese culture as subtexts possibly exist in the messages. Vice versa, the latter may not easily pick up on the meaning communicated by people who grew up in New Zealand as anglophone New Zealanders. Such misunderstandings may have to do with pragmatic intent and may be referred to as either pragmalinguistic or sociopragmatic failure.

Hale (2014) distinguished between pragmalinguistic failure and sociopragmatic failure in cross-cultural communication and writes that both are likely to ensue when we want to translate texts from language A to language B to identify any possible differences between the two texts, which might result in misunderstandings or barriers. Hale (2014) defined pragmalinguistic failure as misunderstandings “caused by the diverse ways different languages express pragmatic intention linguistically” (p. 323). She defined sociopragmatic failure as misunderstandings “caused by the different types of behaviour that are considered appropriate in certain settings by different languages and culture” (p. 323). This is relevant to my study in that it may provide some evidence to identify misunderstandings relating to either pragmalinguistic or sociopragmatic failure.

This study involves an intercultural discourse analysis of job advertisements used by Mandarin Chinese employers and New Zealand employers respectively. In this thesis I use the term ‘intercultural’, rather than ‘cross-cultural’. ‘Intercultural’ has been defined to refer to something that occurs between two or more cultures while ‘cross-cultural’ has been defined to refer to a comparison of different cultures (Schriefer, 2016). Intercultural communication deals with communication between people from diverse cultures (Gudykunst, 2003). People with interculturality are more likely to learn from each other and pay more attention to mutual development (Schriefer, 2016). Cross-cultural communication focuses on comparison of communication across cultures (Gudykunst, 2003). In a cross-cultural society, one culture generally dominates the other cultures (Schriefer, 2016).

In the next section I will look at reception studies which I argue applies to my study, which looks at how New Zealand job advertisements are received by postgraduate students from Mainland China.

2.7 Reception studies

Over the past few years, the number of audiovisual translation (AVT) research studies has increased and, in academic databases, articles labelled as ‘reception studies’ have become more prevalent. Media audience and acceptance research is a constantly changing field, and different researchers and different social sciences have a variety of standards for understanding how people respond, why they engage with media, and how they respond to screen culture as well (Di Giovanni & Gambier, 2018). Eagleton (1983) referred to reception studies as “a social and historical theory of meaning” (p. 107) while Culler (1981) indicated that reception theory is not merely about interpreting

works but an attempt to understand the changing intelligibility of those works. Through interpretative assumptions, different audiences will have different understandings at different periods.

According to the self-discrepancy theory of Higgins (1987), “the actual self”, “the ideal self” and “the ought self” are three basic domains of the self. Higgins (1987) defined “the actual self” as characteristics people actually possess, “the ideal self” as characteristics people would like to have and “the ought self” as characteristics people should or ought to be equipped with. Given that job advertisements are written to attract the potential applicant to apply, the information about “the actual self” and “the ideal self” (Higgins, 1987) must be included. To be more specific, the self-discrepancy level will affect how the potential applicants react – i.e., in deciding to apply for the position or not. If potential applicants identify what traits are implied by the employer, they will compare the requirements with their actual and ideal self (Nolan & Harold, 2010).

Methods used to conduct reception studies have included CDA of job advertisements (Fairclough, 1989; Machin & Mayr, 2012; Paltridge, 2012; Rogers, 2011; Stubbe et al., 2003), intercultural discourse analysis (Hale, 2014) and interviews with the participants to see how they perceive the pragmatic intent of the advertisements (Creswell, 2007). The implications of reception research also include relevant judgments about valuable (or worthless) texts (Staiger, 2005). This is relevant to the current study as reception research also applies to how applicants read and ‘receive’ job advertisements.

2.8 Summary and research gap

The chapter has provided an overview of previous studies on business culture, genre, pragmatics, CDA, intercultural discourse analysis and reception studies. To the best of my knowledge, no previous studies have focused on a comparative analysis of English and Mandarin Chinese job advertisements. Neither have there been studies where postgraduate Chinese-origin students have been asked how they perceive the pragmatic intent of New Zealand job advertisements.

In the next chapter, I will identify the methodology used for this study as well as my rationale for my chosen approach.

Chapter 3 Methodology

3.1 Introduction

In this chapter, I will explain my chosen methodological approach, including research design, research questions, participants, data collection, data analysis and interviews. I will explain each of these in detail, as well as my rationale for my chosen approach.

3.2 Research design

Research design is defined as “the process of building a structure, or plan, for your research project” (Leavy, 2017, p. 9), which provides a framework for the collection and data analysis (Bryman, 2016).

The research design of this study involves a qualitative approach, which consisted of interviews with participants to explore research question one, and CDA of the job advertisements and intercultural discourse analysis to explore research question two. This study employed a comparative analysis of New Zealand and Mandarin Chinese job advertisements. It then used Creswell’s (2009) approach in interviews to collect descriptive data on how the postgraduate students ‘receive’ and ‘perceive’ the criteria the employer wants potential applicants to meet. The reason I chose Creswell’s (2009) approach to collect data is because he suggests that interviews should be reflective and critical.

3.3 Research questions

Prior to deciding to conduct this study, I had noticed that every year New Zealand receives a significant number of international students from China (Ministry of Business, Innovation & Employment, n.d.) and a number of them try to find a job in New Zealand rather than return to their home country. When searching through the job advertisements they may encounter unfamiliar phrases describing the position or the qualities applicants should demonstrate. I hope this study can provide insights as to any potential cross-cultural misunderstandings that may arise from students wishing to apply for work in New Zealand but not being able to identify the qualities employers here are looking for.

Two research questions were raised for this study:

Firstly, how are New Zealand job advertisements perceived by graduate students from Mainland China?

And secondly, are there any potential areas for intercultural (mis)understanding?

3.4 Participants

3.4.1 Selection

According to Creswell (2007), it is necessary to select a specific setting where qualified participants can be obtained and can provide more credible information for the study. Creswell (2007) also suggested that it is important to acquire participants who will be willing to openly and honestly share information or “their story” (p. 133). I chose students completing the Master of International Hospitality Management programme at Auckland University of Technology (AUT) in Auckland, New Zealand, as my participants. The reasons I chose postgraduate students in hospitality industry as one of my participants’ criteria are as follows:

First of all, the Master of International Hospitality Management programme at AUT is globally recognised and placed in the top 75 in the world by the Academic Ranking of World Universities (ARWU) (AUT, n.d.a). And secondly, compared to the programme I enrolled in, the Master of Applied Language Studies which requires a relevant bachelor’s degree with a minimum B grade average and approval by the programme leader before enrolment (AUT, n.d.b), the entry requirements for the Master of International Hospitality Management programme only require an equivalent qualification with a minimum B grade average at level 7 (AUT, n.d.c). In other words, a significant number of international students from China are attracted to study the Master of International Hospitality Management by its worldwide reputation and more accessible admission criteria in enrolment. Chinese students reputedly make up a relatively large proportion of enrollees, which not only made my study more relevant but also made recruitment slightly easier.

3.4.2 Inclusion criteria

The inclusion criteria for this study related to students who had obtained their bachelor’s degrees in Mainland China, not restricted to hospitality industry. Potential participants had to have been in New Zealand less than three years. Also, they needed to aspire to find a job in New Zealand after graduation. These criteria were typically determined in advance of sampling and remained in place throughout the process.

Although Hong Kong, Macau and Taiwan belong to China, they had been colonised by western countries such as Great Britain, Portugal and the Netherlands. As a result, people

from these three regions may have been affected by western cultures and unconsciously behave in a more western manner. By comparison, students from Mainland China may still be more used to communicating more in line with a traditional High Context culture. This made them more suited for the purposes of my research, which included exploring the way they would ‘read’ advertisements written by employers in a Low Context culture. Likewise, the length of time spent in New Zealand also affects one’s mindset. The longer the potential participants have stayed in New Zealand, the more likely they are to have been affected by the local culture. I therefore opted to recruit participants who had been in New Zealand for less than three years.

According to AUT course information (AUT, n.d.c), the programme for the Master of International Hospitality Management is 1.5 years’ duration with full-time study. Also, based on the New Zealand Immigration’s suggestion (New Zealand Immigration, 2020), applicants can apply for a working holiday visa to travel and work in New Zealand for up to twelve months. In this case, potential applicants would not have been in New Zealand for more than three years, even if they had applied for a working holiday visa before getting enrolled in the programme. Therefore, I opted for potential participants who had been in New Zealand less than three years.

Some students only come to New Zealand for further study and will go back to China after graduating while others are keen on looking for a job in New Zealand. Those who aspire to find a job in New Zealand may be willing to share information and understanding about different job advertisements, as reading job advertisements is an essential step toward applying for a job.

3.4.3 Recruitment

Based on the inclusion criteria for the participants, I aimed at the international postgraduate students from China students who are currently studying in the Master of International Hospitality Management programme.

Since WeChat has become the most popular communication method in China, Chinese students may prefer using WeChat rather than email. In order to facilitate communication, I created a temporary WeChat account and added it to the advertisement (Appendix C).

After obtaining ethics approval, I posted the advertisement in both Chinese and English on the physical blackboards in the WH building at AUT, including the one located in the kitchen of WH building. WH building is a building with purposely fitted rooms and

kitchens where hospitality and tourism students attend classes. I also posted the advertisement on the AUT International Students Facebook page where the information provided is mostly aimed at the international students. I made a note under the advertisement that any potential participants interested in being interviewed were encouraged to contact me through my WeChat account or email address. As I was one of the campus ambassadors of The Global Hub (<https://globaltalenthub.co.nz/>), an organisation that helps international students find their way in the New Zealand job market, I could also ask other campus ambassadors to hand out advertisements to potential participants.

I initially wanted to include postgraduate hospitality students from the University of Auckland and Unitec Institute of Technology. However, I was told by the campus ambassadors from those institutions that they did not have eligible postgraduate students for my interview. Therefore, recruiting participants at AUT was the best option and also ensured that all my participants had come through the same programme, thereby avoiding possible confounding variables.

I also tried to post the advertisement on the AUT Edge/Beyond AUT Facebook page before I was informed that the advertisement had been removed as the AUT Edge/Beyond AUT Facebook page is a platform only for sharing opportunities, resources, employability events and asking any questions surrounding the Edge Award. I made an appointment with the Employability Centre and then met the staff and asked if they could post the advertisement inside the Employability Centre and their AUT Edge/Beyond AUT Facebook page. The staff were willing to help me post the advertisement on the physical blackboard inside the Employability Centre and promised me to encourage students to take part in my research whenever they found students met the criteria.

In the meantime, I acquired the support from the AUT Ethics Committee to email the advertisement to lecturers in postgraduate papers in the school of Hospitality and Tourism, asking if they would be happy to post the advertisement on the noticeboard in AUT Blackboard.

In using the approach outlined above, I also utilised snowball sampling. According to Rowland and John (2004), snowball sampling is an informal method used to gain target participants for studies. It is also a useful technique when recruiting future participants among the existing participants' acquaintances (Goodman, 1961). Crezee (2008) suggests the first respondent introduce the researcher to other potential participants within their

social networks. In my study, the first participant showed his willingness to introduce my research and me to their friends and classmates. Through their networks, I could easily get in touch and establish a rapport with future potential participants. The snowballing method worked very well with the assistance of first respondent who referred me on to other potential participants.

I screened the potential participants with the inclusion criteria when they made their initial response. I then contacted those who were happy to take part in the interview to provide some basic information, including the number of years they had been in New Zealand and their hometown, so I could ensure they originated from China. Those who had not responded were sent a further one follow-up message asking them to confirm if they were interested in being interviewed. When the number of participants reached the target and met the inclusion criteria, I stopped recruiting and removed the advertisements from all the physical blackboards and social media.

As it was, all participants were recruited from the Employability Centre at AUT and the WH building. Most importantly, snowball sampling helped me succeed in recruiting enough participants. One was recruited from Employability Centre at AUT, another one saw the advertisement in the WH building and the rest were all recruited through snowball sampling.

3.4.4 Participants

Table 3.1 shows that all of the participants are studying their master's degree in New Zealand. In terms of the gender, female participants formed 70% of the target population while male participants account for 30%. Five of them have been in New Zealand for one year; one participant has been in New Zealand for two years; two of them arrived in New Zealand six months ago and two of them arrived in New Zealand two and a half years ago.

Table 3.1 Participants' Profiles

| <i>Pseudonym</i> | <i>Gender</i> | <i>Degree</i> | <i>Time in NZ</i> |
|------------------|---------------|---------------|-------------------|
| P1 | Female | Master | 1 year |
| P2 | Female | Master | 1 year |
| P3 | Male | Master | 2 year |
| P4 | Female | Master | 0.5 year |
| P5 | Female | Master | 1 year |

| | | | |
|-----|--------|--------|-----------|
| P6 | Female | Master | 1 year |
| P7 | Male | Master | 2.5 years |
| P8 | Female | Master | 2.5 years |
| P9 | Male | Master | 1 year |
| P10 | Female | Master | 0.5 year |

3.5 Data: Three New Zealand job advertisements

Three New Zealand job advertisements were collected from one of the most widely used New Zealand recruiting websites SEEK (<https://www.seek.co.nz/>). The three job advertisements may be found in Appendices E1, E2, E3.

Table 3.2 is a brief summary of three New Zealand job advertisements, listing the employers, the positions advertised and the requirements for the positions. These three job advertisements are looking for entry-level positions in the hospitality industry. The first job advertisement was labelled AD1, the second job advertisement AD2 and the third job advertisement AD3.

Table 3.2 A Summary of Three New Zealand Job Advertisements

| <i>Advertisements</i> | <i>Employers</i> | <i>Positions</i> | <i>Requirements</i> |
|-----------------------|------------------|------------------|---|
| AD1 | Hotel DeBrett | Wait Staff | <ul style="list-style-type: none"> • Minimum one-year experience in a food & beverage or customer service role • Immaculate presentation • Fluent in English and spoken fluency in other European languages will be an advantage • Strong communication skills – verbal and written • Vibrant personality with a strong sense of initiative • Strong wine and food knowledge with a proven ability to exceed customer expectation • Strong computer administration skills • Tertiary level qualification, ideally a degree in tourism and hospitality |

| | | | |
|-----|-------------------------|---------------------------|--|
| AD2 | Crowne Plaza | Food & Beverage Attendant | <ul style="list-style-type: none"> • Ideally, you will have a real passion for hospitality and possess the ability to interact well with guests • Bachelor's degree and/or diploma in hospitality/hotel management would be beneficial • Previous experience in a similar customer service position • Ability to interact well with guests and colleagues • Be able to demonstrate IHG True Hospitality on a day-to-day basis • Be able to work a morning shift or during the day to best interact with our guests and clients |
| AD3 | CPG Hotels ¹ | Room Attendant | <ul style="list-style-type: none"> • Previous experience in a housekeeping team or similar (preferable) • Flexibility to work a variety of shifts, including weekends and public holidays • Ability to work as part of a team and follow direction • Excellent attention to detail • High standards of presentation both for yourself and your work • Ability to work on your own as well as part of a team • Strong communication skills • Pride in your work |

There are two reasons that I selected these three job advertisements as my data. First of all, even if the Master of International Hospitality Management programme at AUT (AUT, n.d.c) suggests that the career opportunities involve senior-level positions in the New Zealand hospitality industry, it might not as easy as expected for those who have no relevant experience to find a senior-level job in New Zealand. And, secondly, entry-level positions might be more accessible for interviewees. These types of positions might also be more familiar to them, since any time potential interviewees go out for dinner, they

¹ CPG HOTELS is one of New Zealand's largest privately owned hotel groups.

will be surrounded by wait staff or food and beverage attendants. Thus, the interviewees might have a deeper understanding of what the job duties of these positions entail and what qualities the employers are looking for.

3.6 Comparative analysis

To achieve a comparative analysis, I chose three Chinese job advertisements from one of the Chinese recruitment websites 51job (www.51job.com). I have summarised the employers, positions advertised and the requirements of these positions in Table 3.3. The Chinese job advertisements themselves may be found in Appendices F1, F2, F3. To distinguish the three New Zealand job advertisements from the three Chinese job advertisements, the first Chinese job advertisement was labelled CHAD1, the second one labelled CHAD2 and the third one CHAD3.

Table 3.3 A Summary of Three Chinese Job Advertisements (CHADs)

| <i>CHAD</i> | <i>Employer</i> | <i>Position</i> | <i>Requirement</i> |
|-------------|------------------------------------|---------------------------------|---|
| CHAD1 | Wuhan InterContinental Hotel | Food & Beverage Attendant | <ol style="list-style-type: none"> 1. High school level qualification or with equivalent education. Demonstrated training in food & beverage service. Ability to speak foreign languages. 2. Proficient in service skills and has a level of contingency, be able to handle general problems in the service properly. 3. Strong familiarity with the restaurant service rules. Basic knowledge with food and simple cooking methods of various dishes in the restaurant. 4. Ability to work proactively, enthusiastically, and earnestly, with strong sense of responsibility. 5. Be in good health. Nice grooming and presentation. |

| | | | |
|-------|------------------------|----------------|---|
| CHAD2 | Guangzhou Garden Hotel | Wait Staff | <ol style="list-style-type: none"> 1. Good ideological qualities and professional ethics. Strong sense of service. 2. Relevant experience is preferable. 3. Ability to deal with guests' issues. 4. Be patient and thoughtful. Be friendly. Have basic English conversation skills. 5. Good personality, be in good health and strong psychological quality. 6. Nice grooming and presentation. |
| CHAD3 | So Yo Hotel | Room Attendant | <ol style="list-style-type: none"> 1. Junior high school level qualification or above. 2. More than 1-year previous experience in room attendant service 3. Be in good health. Nice grooming and presentation. |

Basically speaking, the three Chinese job advertisements were selected based on the New Zealand ones. The Hotel DeBrett has been established for a long time while the Crowne Plaza Hotel is an IHG hotel and CPG Hotels have not been around for as long, but are expanding fast. Accordingly, I chose the Guangzhou Garden Hotel which also has been open for many years and the Wuhan InterContinental which is another IHG hotel as well as the new but well-reviewed So Yo Hotel.

3.7 Interviews

According to Kvale (1996), interviews are powerful in obtaining narrative data that allows researchers to explore people's opinions in depth. A more flexible type of interview is called semi-structured interview, which is a combination of structured and unstructured interviewing (Bell, 2014). Patton (2002) suggested that a semi-structured interview is a process in which the interviewer can decide the topics and issues beforehand and the

sequence and wording of the questions within the interview. Following Creswell (2009) and McNamara's (1999) ideas on conducting a semi-structured interview, I will discuss the indicative questions for interview, interview protocol and the approach to protect privacy of participants in this section.

3.7.1 Indicative questions

The following indicative questions were designed to elicit opinions from participants based on the research questions:

- What sort of job applicant/candidate do you think this employer is looking for?
- What sort of job applicant/candidate would best match the employer's expectations?
- What type of skills are the most important to meet these expectations?
- If you applied for this job, in what ways might you meet the needs of the employer?
- What would you emphasise in your applications and why?
- In what ways do you find the job advertisement clear, confusing or ambiguous?

Questions were mostly focused on the criteria the employers are looking at in the three New Zealand job advertisements. Questions on the usage of wording were also asked to identify the confusion or ambiguousness in the advertisements. Participants were induced to talk about their experience when confronted with any difficulty in particular words and expressions. Participants were also encouraged to put forward some ideas on how they would apply for these positions.

3.7.2 Interviews

The students who had agreed to being interviewed were contacted using my temporary WeChat account to confirm the date and the venue of the interview. According to Creswell (2007), conducting interviews in a comfortable place might be beneficial to the participants. They can physically get used to the environment as soon as possible and mentally feel unrestricted to speak out during the interview. Jacob and Furgerson (2012) suggested that libraries are usually perfect places to conduct interviews as they are quiet, safe and non-threatening. All the participants agreed to be interviewed in the study room in the library of AUT, where they could not be heard by and therefore affect other library users. I orally inquired about their availability and sent out the date and time they

preferred by email. The participant information sheet and consent form were also sent in the same email along with the notification that I would briefly go through both the participant information sheet and consent form before the interview started. I tried to arrange the interviews with intervals in between when two or more participants had similar preferability on the date and time. The intervals were to allow for clearing up the room and reflecting on the interview questions and participants' answers.

According to Jacob and Furgerson (2012), starting with basic personal information makes it easier for the participant to warm up. Casual conversations on any common topic in daily life could be used to create comfortable atmosphere (McIntyre, 2005). With my interview, I started a conversation around their study and plans, and what they were mostly interested in at the moment. From this sincerity in the mutual sharing of experiences in studying in New Zealand, the participants' initial tension was relieved and the rapport between us was established. The interviews were conducted in Mandarin Chinese, which was participants' first language, to make them feel more confident and comfortable.

After the initial casual conversation, I gave the participant information sheet, in both English and Chinese, to the participants and asked them if they had any questions or concerns. Most of them had already meticulously read the information so I passed them the consent form, in both English and Chinese, to sign. As for those who had not read the information through beforehand, I explained the aim of my research, the research procedures, the benefits of taking part in the interview and their rights in regard to the collected data as well.

Semi-structured interviews were conducted based on the indicative questions as Creswell (2007) noted that the interviewer could flexibly interact with participants during the interview. Jacob and Furgerson (2012) also suggested that honing interview skills helps the researcher encourage people through the storytelling process. Trained interviewers can gain insight into lived experiences, learn the viewpoints of individuals who participate in a study, and discover the differences in their stories. This was relevant because some of the participants shared their experiences about applying for a job in New Zealand. To run the interviews smoothly, I conducted a search and a review of the previous literature on how other researchers did similar research. Apart from the indicative questions, I wrote an interview guide as well and included this with my Ethics Application (see Appendix D).

The interviews were recorded with my cell phone, which was easy and enabled me to do the transcription after each interview. I also took some notes in Chinese during the interview concerning the opinions, experiences and suggestions from the first few participants. However, I found the notes incomplete and scattered, which meant they were unable to remind me of the points the participants made. Also, taking notes distracted me from focusing on the participants. I found it difficult to give a quick reaction after the questions were answered. Therefore, I mostly counted on the recordings during the rest of the interviews. The recordings allowed me to play back the interview several times, enabling me to identify what interviewees had actually said, rather than what I thought they had said.

Recordings were transcribed verbatim by me after each interview except for the last three which were conducted in succession in the same afternoon. When doing the first few transcriptions, I was aware of that the participants voiced their opinions on the three job advertisements differently, giving me an idea of adjusting the sequence of the questions and improving the interview method. When subsequent participants had less to say, I wanted to bring up some expressions extracted from the job advertisements which were frequently mentioned in the previous interviews to see if they had any understanding to offer. However, I stopped myself from doing this as the data cannot be compared if these participants got more help from me.

I also received permission from most of the participants to offer my understanding of the three job advertisements after they had answered all the questions. They were delighted with the opinions that I brought forward, as will be explained in the findings chapter. As for the two participants who declined my offer to share my understanding of the first job advertisement, I showed them the second and the third advertisements without sharing my understanding of the implicit meaning of any of the three advertisements.

3.7.3 Privacy

All participants were given pseudonyms (P1, P2, P3 etc) and no possible identifying information is included in their descriptions. Descriptions were kept very general, so participants would not be identified from the findings of the thesis.

The completed consent forms were stored in a locked filing cabinet in my supervisor's office in AS105 B, separate from the data. All the data were only accessible to my supervisor and me. Recordings and transcriptions will be deleted and the complete consent forms will be shredded once the study had been completed.

To ensure privacy, no other people were allowed to enter the study room during the interview.

3.8 Thematic analysis

Thematic analysis, which is a method for identifying and interpreting patterned meanings or “themes” in qualitative data (Braun & Clarke, 2006), is suitable for this study.

In the familiarisation and coding phases, I read and re-read all the transcripts and identified the recurring wording and comments. As Terry, Hayfield, Clarke, and Braun (2017) suggested, “there are no right or wrong codes, codes generated need to be meaningful to the researcher” (p. 26). I then coded participants’ responses based on the indicative questions. To easily compare the codes, I listed participants’ responses and their other comments, as shown in Tables 5.1 to 5.6. I then identified a “clear core idea or concept that underpins a theme” (Braun et al., 2015, p. 102) to determine what themes were relevant to the research questions.

3.9 Raters²

The study may be described as a reception study in that it gauged how participants received the pragmatic intent of job advertisements. In this sense, participants were asked to ‘rate’ the intent. Mays and Pope (1995) stated that “the analysis of qualitative data can be enhanced by organising an independent assessment of transcripts by additional skilled qualitative researchers and comparing agreement between the raters” (p. 110). Raters are defined as a group of readers whose perspectives are perceived in the way the other readers would perceive and are usually chosen based on their expertise in a given area (Teng, 2020). In my research, the raters were not skilled qualitative researchers, but members of the target audience, so maybe this is more about ‘reception studies’: how do the postgraduate students ‘receive’ and ‘perceive’ the criteria the employer wants potential applicants to meet? For example, when HR professionals say ‘enthusiastic’ and ‘passionate’, do they mean ‘hard working’? And is ‘hardworking’ what the Chinese advertisement would have said rather than ‘passionate’ and ‘enthusiastic’?

3.10 Ethics approval

The ethics application was initially approved with conditions by Auckland University of Technology Ethics Committee (AUTEK) on August 29, 2019. In the decision received,

² In this thesis and in the ethics application I have used the word ‘rater’ and ‘participants’ interchangeably.

AUTEC advised that the translations of the advertisement for participants, information sheet and consent form should be provided, the interview protocol should be amended and the wording in the information sheet in the section ‘what will happen in this research’ could be clearer.

By following AUTEC’s suggestions, I translated the advertisement, information sheet and consent into Chinese and amended the interview protocol as well as the wording in the information sheet. In the amended version of the interview protocol, I clarified that persons who responded to the advertisement would receive an information sheet and a copy of the consent form that will be signed before the interview begins. As for the section of the information sheet on ‘what will happen’, I revised the statement ‘data collection period of this research involves me interviewing you and the other Chinese postgraduate hospitality students’, which could be interpreted as involving group interviews, to ‘data collecting period of this research involves me interviewing you individually’. The full ethics application was approved with the approval number 19/316 and received on September 17, 2019.

To recruit enough participants for my study, I submitted an amendment to my ethics application by changing the inclusion criteria and recruitment protocol. I wanted to delete one of the criteria ‘in your last year of study’ and post advertisements on the noticeboard in AUT Blackboard, on the AUT Edge/Beyond AUT Facebook page and at the Employability Centre. The amendment of the ethics application was approved on October 15, 2019.

3.11 Summary of chapter

This chapter has outlined my chosen methodological approach, proved my rationale for my chosen approach and detailed the recruitment and interview process. The next chapter will discuss my findings, with the intention of obtaining some implications for intercultural advice to job applicants.

In the next chapter, I will analyse the three New Zealand job advertisements by using CDA and present a CDA of the comparable Chinese job advertisements. I will then present an intercultural comparative analysis of the New Zealand and Chinese job advertisements.

Chapter 4 Critical Discourse Analysis and Intercultural Discourse Analysis: Findings and Discussion

In this chapter, I will start by explaining which elements of CDA I have used to analyse the three New Zealand job advertisements before presenting a CDA of comparable Chinese job advertisements. Lastly, I will present an intercultural comparative analysis of the New Zealand and Chinese job advertisements.

4.1 Critical discourse analysis of three New Zealand job advertisements

I have used the tools of lexicalisation, modality, mood to undertake a verbal analysis of three New Zealand job advertisements. For this master's project, I have only used these three tools, because I feel they provide relevant information about the illocutionary intent (Teng et al., 2018) of the job advertisements. According to Machin and Mayr (2012), lexicalisation looks at the choice of words and repetition to ascertain the underlying meanings and emotions in a text. I have identified any repeated words and words that may have underlying meanings in the three New Zealand job advertisements to see what qualities the employers are looking for. Fairclough (1992, 2003) suggested that modality is any unit of language which is able to express the speaker's or writer's opinion. In this case, hedging (such as: I believe, I think and I suppose), modal verbs, modal adjectives and their adverbial equivalents have been identified as well. Mood, also known as the interpersonal metafunction, applies to how we build and maintain relationships between the producer and consumer of a text. In the three New Zealand job advertisements, the choice of mood has also been considered.

Based on the approach set out above, the qualities required from applicants will be discussed with examples of wording used to reflect these qualities.

4.1.1 Qualities required from applicants

In this section, I will use Table 3.2 in Chapter 3 combined with some other requirements included in the three job advertisements to further discuss the qualities the employers are looking for (Table 4.1). In Table 3.2, the "requirements" have been extracted from the requirement section in the job advertisements, and the "other requirements" in Table 4.1 are requirements from other parts in the same job advertisements. When thinking about the requirements of a position, people are likely to directly look at the requirements section, which starts with "the person we seek will have" (AD1), "what we need from

you” (AD2) and “to be successful in this role, you will have” (AD3). However, job advertisements may also mention some other types of requirements. For example, AD1 requires candidates have New Zealand residency or a valid New Zealand work permit, which is also found in AD3. In AD2, “Crowne Plaza Auckland is looking for a Food & Beverage Attendant who will be working in both our Aria Restaurant and Bar as well as our Banquets departments” also implies the requirement that candidates will be able to work in different departments.

Table 4.1 Other Requirements Mentioned in the Three New Zealand Job Advertisements

| <i>AD</i> | <i>Employer</i> | <i>Position</i> | <i>Other requirements</i> |
|-----------|-----------------|---------------------------|---|
| AD1 | Hotel DeBrett | Wait Staff | <ul style="list-style-type: none"> • NZ residency or a valid NZ work permit • Have the right to live and work in this location to apply for this job |
| AD2 | Crowne Plaza | Food & Beverage Attendant | <ul style="list-style-type: none"> • Eligible to prove valid working rights to live and work in New Zealand • People who are dynamic, confident and ambitious • Will be working in both our Aria Restaurant and Bar as well as our Banquets departments. |
| AD3 | CPG Hotels | Room Attendant | <ul style="list-style-type: none"> • Be able to work part-time • Enthusiastic, professional and passionate • Ensuring our high standards of cleanliness |

Based on how employers write the requirements, all the requirements are divided into four sections – basic requirements, necessary requirements, less important requirements and bonus requirements (Table 4.2). Basic requirements constitute the entry level for applying for the job, which means these are the essentials that all applicants should possess. For example, being “eligible to prove valid working rights to live and work in New Zealand” in AD2 and “be able to work part-time” in AD3 can be quickly identified as basic requirements. Generally speaking, the criterion to distinguish a necessary requirement from a requirement that less important is whether the position absolutely needs the employee to have that ability. For example, the requirement “strong computer administration skills” in AD1 may be a less important requirement but the “ability to interact well with guests and colleagues” is definitely a necessary requirement for a wait staff position. When the applicants meet both basic and necessary requirements, meeting any bonus requirements may contribute to their success when applying for a position.

Table 4.2 Requirements Mentioned in the Three New Zealand Job Advertisements

| <i>AD</i> | <i>Requirements</i> | | | |
|-----------|--|--|--|---|
| | <i>Basic requirements</i> | <i>Necessary requirements</i> | <i>Less important requirements</i> | <i>Bonus requirements</i> |
| AD1 | <ul style="list-style-type: none"> NZ residency or a valid NZ work permit Ability to do shift work | <ul style="list-style-type: none"> Minimum one-year experience in a food & beverage or customer service role Immaculate presentation Fluent in English Strong communication skills – verbal Vibrant personality with a strong sense of initiative Strong wine and food knowledge with a proven ability to exceed customer expectation Ability to work in a team Tertiary level qualification | <ul style="list-style-type: none"> Strong computer administration skills Strong communication skills – written | <ul style="list-style-type: none"> Spoken fluency in other European languages A degree in tourism and hospitality |
| AD2 | <ul style="list-style-type: none"> Eligible to prove valid working rights to live and work in New Zealand Be able to work a morning shift or during the day to best interact with our guests and clients | <ul style="list-style-type: none"> Previous experience in a similar customer service position Ability to interact well with guests and colleagues People who are dynamic, confident and ambitious | <ul style="list-style-type: none"> Be able to demonstrate IHG True Hospitality on a day-to-day basis | <ul style="list-style-type: none"> Bachelor's degree and/or diploma in hospitality/ hotel management Will be working in both our Aria Restaurant and Bar as well as our Banquets departments. |
| AD3 | <ul style="list-style-type: none"> Be able to work part-time Pride in your work Flexibility to work a variety of shifts, including weekends and public holidays | <ul style="list-style-type: none"> Ability to work on your own as well as part of a team and follow direction Excellent attention to detail High standards of presentation both for yourself and your work Strong communication skills | | <ul style="list-style-type: none"> Previous experience in a housekeeping team or similar Enthusiastic, professional and passionate Ensuring our high standards of cleanliness |

Basic requirements

The reason I categorised “shift work” as a basic requirement in terms of the hospitality industry features (Barrows, Powers & Reynolds, 2012) is because shift work can be regarded as a fundamental element when considering the suitability of the applicants. “Ability to do shift work” in AD1, “Be able to work a morning shift or during the day to best interact with our guests and clients” in AD2 and “Flexibility to work a variety of shifts, including weekends and public holidays” in AD3 reflect what the employers expect from the applicants in terms of this requirement.

Less important requirements

In AD1, the employer requires “strong computer administration skills” and “strong written communication skills” for a wait staff position. In general, the requirements in terms of wait staff positions vary from restaurant to restaurant. It is common for employers to add some specific requirements to suit the restaurant. However, computer administration skills and written communication skills may be more suitable for administration positions such as receptionists or administrative officers. If employers intend to recruit someone to undertake both wait staff work and administrative work, it may be a different scenario. In AD2, the requirement “be able to demonstrate IHG True Hospitality³ on a day-to-day basis” is an individual case that only applies to IHG hotels. Applicants may not be able to meet this requirement if they have no previous experience in IHG hotels.

Bonus requirements

Employers tend to use words such as “an advantage”, “ideally”, “preferable”, “beneficial” to show their aspiration to get applicants who may exceed their expectations. For example, “spoken fluency in other European languages” is followed by “an advantage” when “a degree in tourism and hospitality” is led by “ideally” in AD1. When applicants read this kind of wording in a job advertisement, they might perceive it as a bonus requirement for applying for the position. In other words, applicants can still be potential candidates even though they might not meet a bonus requirement.

³ This involved a branded customer service training approach used across the Intercontinental Hotels group. My participants may not have understood exactly what the phrase IHG True Hospitality meant, but they had their own perspectives, as explained in the interview findings section.

Necessary requirements

A necessary requirement is what employers mainly look at. For a deeper understanding, I categorised the qualities into eight aspects as shown in Table 4.3, including education, previous experience, language, professional knowledge, personality, teamwork and communication. I will discuss the wording used to reflect these qualities in next section.

Table 4.3 Necessary Requirement for Applicants

| <i>Qualities</i> | <i>AD1: Wait Staff</i> | <i>AD2: Food & Beverage Attendant</i> | <i>AD3: Room Attendant</i> |
|------------------------|---|--|--|
| Education | Tertiary level qualification | | |
| Previous experience | Minimum one-year experience in a food and beverage or customer service role | Previous experience in a similar customer service position | |
| Language | Fluent in English | | |
| Professional knowledge | Strong wine and food knowledge with a proven ability to exceed customer expectation | | |
| Personality | Vibrant personality with a strong sense of initiative | Ability to interact well with guests and colleagues People who are dynamic, confident and ambitious | Excellent attention to detail |
| Communication | Strong communication skills – verbal | | Strong communication skills |
| Teamwork | Ability to work in a team | | Ability to work on your own as well as part of a team and follow direction |
| Presentation | Immaculate presentation | | High standards of presentation both for yourself and your work |

4.1.2 Wording used to reflect these qualities

In this section, I will look at the three New Zealand job advertisements one by one with the tools of lexicalisation, modality and mood, and will mainly focus on the necessary requirements discussed in the previous section.

4.1.2.1 AD 1: Hotel DeBrett – Wait Staff

Lexicalisation

In this job advertisement, the employer predominantly uses nouns and adjectives in the job description to describe the qualities that might be considered for this role. Fourteen nouns are used, namely: experience, presentation, language, communication, personality, initiative, wine, food, knowledge, expectations, computer, team, shift and qualification. When reading through these nouns, applicants may have the impression that employers are describing their *requirements* for this role. It not only requires experience, professional knowledge, language and qualification, but also personality, initiative, presentation and the ability to work as part of a team as well as communication and computer skills. By adding adjectives such as experienced, immaculate, fluent, strong, vibrant and proven, employers are expressing the features they are expecting of applicants. With these nouns and adjectives, employers are drawing the outline of their applicants.

According to the Cambridge Dictionary (n.d.), “Immaculate” means something is perfectly clean or in perfect condition. The wording of “immaculate presentation” implies employers keeping a tight grip on applicants’ personal image. Rather than applicants with an adequate presentation, employers are more likely to pay attention to those with an immaculate presentation. A similar requirement of presentation is evident in AD3. Employers require applicants to have “high standards of presentation both for yourself and your work”. From this wording, the employer behind AD3 seems not to be as demanding as the employer in AD1. Applicants who can groom themselves and work in accordance with hotel standards may be accepted.

From the requirement to be “fluent in English”, it might be inferred that this position is open not just to New Zealanders but also to people from other countries. Combined with the following supplement, “fluency in other European languages will be an advantage”, the target may be people from European countries who are fluent in English or New Zealanders with an ability to speak another European language.

It is not uncommon to require applicants to have strong wine and food knowledge for this position, but it is ambiguous to state that applicants must have “a proven ability to exceed customer expectation”. “Proven” means shown to be true from Cambridge Dictionary (n.d.) and this adjective may require applicants to provide evidence that their ability to exceed customer expectations is true. In this case, a referral from a previous restaurant or other employer would be beneficial to being chosen for an interview.

“Vibrant” is a synonym for “energetic, exciting and full of enthusiasm” (Cambridge Dictionary, n.d.). When collocating with personality here, it requires applicants to be energetic, excited and enthusiastic about the role. This is followed by “A strong sense of initiative”, which also reflects the quality that employers are looking for. Only applicants with energy, excitement and enthusiasm can take the initiative to get things done without having to constantly refer to line managers. Applicants need to be willing to follow direction and use their own initiative to solve problems.

The word “strong” is repeated four times within the advertisement: strong communication skills, strong sense of initiative, strong wine and food knowledge, and strong computer administrations skills. As discussed in the previous section, strong computer administration skills do not appear to be a strictly necessary requirement for this position. However, when applicants read the job description with a repeated “strong”, it may give them a hint that the employer is truly looking for an experienced professional as stated in the first sentence. On the one hand, applicants may need to ask themselves if they are really suitable for this role before applying. On the other hand, it is highly likely that some applicants may refrain from applying, due to their fear that they will not meet the employer’s high demands.

In this job advertisement, the word “only” also appears more than once. The beginning of the requirement section says that “a limited opportunity exists for an experienced professional to join our team” implies that “only” a limited opportunity is provided. The second time “only” is used at the end of the advertisement with a note that “only successful applicants will be contacted”. The employer uses these two forms of wording to convey the information that the opportunity they are providing is precious and that only those applicants who they feel can meet all requirements will be selected for interview.

Modality

In this job advertisement, both the modal verbs “should” and “must” refer to applicants having permission to work in New Zealand. The use of “should” suggests that the employer is offering the recommendation that applicants are supposed to have the right to work in New Zealand before applying for this position. To emphasise, “must” is used at the end of the advertisement, again to express this unavoidable requirement. The advertisement emphasises that applicants must comply with this requirement by using first “should” and then “must”.

The advertisement also uses the modal verb “will” when it mentions “the person we seek will have”. In this context, the advertisement is showing the employer’s wish to have applicants who meet the requirements listed or making a prediction that such applicants are about to apply for this role. Another “will” used in the sentence “fluency in other European languages will be an advantage” is intended to show what the employer expects from the applicants. It is inferred that the employer strongly looks forward to receiving applications from applicants who can speak European languages. The third use of “will” in “only successful applicants will be contacted” only shows a state that happens in the near future – applicants are supposed to be contacted if they are selected by the employer for an interview.

Mood

This job advertisement is mostly informative as almost all the sentences are declarative (Burn & Crezee, 2017), stating the fact that employers are looking for a wait staff member and letting the readers know what qualities they are looking for. When the employers write “apply now with a current CV and cover letter”, it can be seen as a command, creating an imperative mood. Employers usually demand a particular behaviour or action from the applicants – they try to engage in conversation with the applicants in regard to what they are expecting. Within the genre of the job advertisement, employers are commonly considered as wishing to place themselves in a position of control in job applications. Here employers use “apply now” to ask the applicants who match their expectations to apply for the role without further delay.

4.1.2.2 AD 2: Crowne Plaza – Food & Beverage Attendant

Lexicalisation

In addition to some position-related nouns (experience, customer service, IHG True Hospitality and shift) and adjectives (previous and similar), the employer is trying to

entice applicants by using the nouns “passion” and “superstar” as well as the adjectives “dynamic”, “confident” and “ambitious”.

Compared to “enthusiasm” which means a feeling of energetic interest or a subject that interests people very much, “passion” shows a higher level of feeling and an interest in or wish to be doing something (Cambridge Dictionary, n.d.). The wording of “a real passion” here implies applicants must be truly and extremely interested in hospitality. The adjectives “dynamic, confident and ambitious” roughly express the same requirement for applicants. Being dynamic not only entails having enthusiasm but also ideas about how to best interact with guests and clients. Applicants can succeed in the role if they have strong desire for success by making an effort to achieve it. Also, confidence can be seen as a form of trust in that guests may feel staff are reliable when they are confident in their behaviours and tasks.

From the job description, the advertisement uses “superstar” twice to show the employer’s high expectations on applicants in an interesting way. According to the Vocabulary.com Dictionary (n.d.), a superstar is someone who can do extremely well in their field. In another word, only a prominent or successful person can be called a superstar. The first superstar in “bubbly superstar” can be perceived as a metaphor that indicates applicants need to interact with clients and guests in the bar. For the employer, it is more appealing for applicants to have the ability to interact with clients and guests. The second requirement appears to be more demanding – being the face of the Food and Beverage team. This wording implies that applicants can only be outstanding to represent the team. From an applicant’s perspective, on the one hand, being a superstar may be alluring as they might have the opportunity to stand out; on the other hand, it can be stressful when the employer puts high demands on their shoulders.

The requirement that successful applicants must “interact” with guests, clients and colleagues is repeated several times in this job advertisement, and with slightly different meaning in different contexts. The first place where applicants are told they need to interact with clients and guests is in the bar. When serving in the bar, there might be a conversation between successful applicants and guests, which entails applicants listening to and responding to the guests. The second mention refers to the ability to interact with guests and colleagues. Throughout the communication with guests, applicants should be able to capture guests’ needs and serve them well. Communicating with colleagues may be aimed at mutual help and understanding so that many problems can be averted. In both

these instances, “interact” seems to largely mean “to communicate”. The third “interact” is placed in the requirement that “you will have a real passion for hospitality and possess the ability to interact well with guests”. In this context, “interact” refers to a fundamental feature of hospitality industry: customer service. Likewise, “interact” in “someone who can work a morning shift or during the day to best interact with our guests and clients” shares the same meaning. Applicants are required to do shift work to best serve guests and clients. For these two requirements, “interact” mostly relates to “providing customer service” or “to serve”.

There are three instances of “you” and four mentions of “your” to this job advertisement. When applicants read the advertisement, it may be regarded as a conversation or a message passing between employer and applicants. The employer is expecting applicants to apply for this position in an approachable way, by suggesting that this is an opportunity for “you” rather than another person. Applicants may feel motivated by reading “your day to day”, “your passion”, “kick start your career adventure” and “take your career around the world”. They are likely to have their own interpretation as to what this position may bring them and how this aligns with their own plans for the future. Also, it may be possible to connect employer and applicants by using “you” to shorten the emotional distance. Phrases such as “What we need from you”, “you will have a real passion” and “a uniform provided and cleaned for you” imply a relationship between the employer and the applicants which signifies a level of sharing. The employer expresses an intent to share what they provide while trying to state what it is *they* want from applicants.

Modality

The advertisement uses a modal verb “will” in relation to the workplace. Applicants are supposed to work not only in Aria Restaurant and Bar but also in the Banquets department. This wording is clear and succinct in order to give applicants a clear idea of the workplace. It gives applicants an indication that they might be more likely to be selected for an interview if they have previous experience working in this sort of workplace. For those who have never worked in similar departments, it provides them an opportunity to think about whether they are willing to work in these workplaces. In this sense, applicants who are unwilling to work in these workplaces may not apply for this position. The usage of “would” in “Bachelor’s Degree and/or Diploma in Hospitality/Hotel Management would be beneficial” is similar as the “will” used in “fluency in other European languages will be an advantage” in AD1. In terms of mood, “would” here shows that it may be less

important to the employer to have applicants who possess a hospitality or hotel management degree. Another “will” used in the last sentence of the advertisement roughly has the same meaning as the one in “only successful applicants will be contacted” in AD1. It is used in a statement that relates to the future. Applicants will be considered when they can show their evidence of relevant work experience to the employer.

There are four instances where “can” is used in this job advertisement. The first “can” in “Be the bubbly superstar that can interact with clients and guests” and the second one in “we are looking for a superstar that can be the face of our F & B team” share the same meaning of competence. In other words, the employer is expressing the desire for applicants to have the ability to interact with clients and guests, and also to be able to be “the face” of the team. The third “can” in “someone who can work a morning shift or during the day” infers that applicants ought to have the availability to work a morning shift or during the day. It implies that applicants may work when rostered on rather than having free choice in scheduling work time. The last occurrence of “can” in “a company that can take your career around the world” refers to the possibility of success in this matter, in that it is possible for the company to offer applicants an opportunity to work in different countries. This possibility may be seen as a temptation for applicants to apply for this job.

Mood

This advertisement mostly uses the declarative mood (Burn & Crezee, 2017) to explain the nature and tasks of this position and show the traits of an applicant that the employer is looking for. Using the interrogative mood in “where do we start?”, the advertisement also lists benefits of working in this hotel to attract qualified applicants and persuade them to apply. The sentence “show us your passion to want to grow in hotels or hospitality!” may be interpreted to mean that the employer is granting permission but not providing an imperative. This sentence can be perceived as persuasive. This wording alludes to “people who are dynamic, confident and ambitious” in *About us* and “you will have a real passion for hospitality” in *What we need from you*, showing the applicants that passion is exactly what the employer mostly wants from applicants for this position. The exclamation mark “!” used at the end of this sentence also indicates a strong feeling of ‘want’ expressed by the employer. Another exclamation mark “!” can be found in the sentence “plus so much more!” in *What we offer*. It shows an emphasis on the benefits that the employer can

provide and implies that applicants will be able to enjoy those once they succeed in their application.

4.1.2.3 AD 3: CPG Hotels – Room Attendant

Lexicalisation

Similar to AD1 and AD2, this advertisement principally uses nouns and adjectives to demonstrate what the employer requires from applicants. A repetition of “team” is used in different contexts with slightly different meanings. The first “team” appears in the requirement of “previous experience working in a housekeeping team or similar”. This sentence can also be interpreted as “previous experience in housekeeping or similar”. The employer intends to use a “team” to emphasise the importance of teamwork as some applicants may have experience in housekeeping individually. In this case, those applicants may not be the ones the employer is looking for. By contrast, if applicants have previous experience working in a team, they may have developed a sense of teamwork, which is exactly what the employer requires for this position. There is a similarity between the second “team” and the third one as both of these two requirements refer to “work as part of a team”. However, they have different meanings according to the collocation. The second “team” in “Ability to work as a part of a team and follow direction” largely relates to the requirement of following direction. As a team member, it is important to be supportive of the team’s objectives and act on instructions. As for the third “team” in “Ability to work on your own as well as part of a team”, it infers that the applicants may not only have their own tasks but also the possibility to cooperate with their teammates. In this sense, the applicants are required to provide contributions properly and also be available to help the teammates as they are sharing a common goal.

It is rare to see “Pride in your work” in *requirement* of an advertisement, but it is understandable when it is followed by the introduction to the company and its vision. According to Cambridge Dictionary (n.d.), “pride” refers to a feeling of pleasure and satisfaction when a person or people connected with that person have done something good. The sentence “every time you come into work you’re contributing to making someone’s day that little bit better” in *Who we are* precisely reflects the meaning of “pride”. It implicates that the applicants may feel very pleased about doing this meaningful job to make someone’s day better. In addition, “pride in your work” also complies with the company’s vision – which is all about people and making people happy.

The employer is taking pride in their company, and applicants are supposed to do the same.

The verb “ensure” is also repeated in this advertisement. Although the three sentences which contain “ensure” are not written under *requirement*, they still can be considered as a ‘want’ from the employer. The first “ensure” in the sentence “This role includes ensuring our high standards of cleanliness are kept up throughout our hotel” implies that the applicants are supposed to follow the standard of cleanliness formulated by this hotel and the hospitality industry overall. Only by following the sanitary standards can a high level of cleanliness be maintained. The advertisement mentions the second “ensure” in “Perform all necessary housekeeping activities to ensure guest rooms are serviced”, which mainly refers to the work involves in looking after the guest rooms. The “ensure” here indicates a requirement from the employer that the applicants must provide housekeeping service for each guest room and doublecheck if they miss out any necessary housekeeping activities. When guests are looking for a hotel, the potential considerations may be cleanliness, quietness, efficiency etc, which are also the factors which underpin guest comfort. Therefore, the “ensure” in the third sentence “Ensure guest comfort at all times” indicates that the applicants must commit themselves to making the hotel a clean, quiet, and comfortable place for guests to stay. Without stating it, the employer is looking for staff who are reliable and responsible.

Modality

The advertisement uses the modal verb “will” in “To be successful in this role, you will have” and “the application form will include these questions”. In the first context, the advertisement is giving an explicit instruction as to the qualities applicants must have in order to successfully apply for the role. By reading the requirements listed, applicants may make a comparison between the requirements and the abilities they possess to see if they are eligible for the role. They might not take the risk of applying for this position when they realise they are not likely to meet all the requirements. In the second instance, “will” can be seen as an action which is expected to take place in the future. Applicants may need to think about the questions that are included when they make up their minds to submit an application. This use of “will” also implies a demand from the employer that applicants are supposed to respond to all requirements if they are eager to get a response. In other words, the employer may not reply to applicants if the specific answer columns are left blank.

Mood

This advertisement also uses a large number of declarative (Burn & Crezee, 2017) sentences to explain what kind of applicants meets the employer's criteria. In addition, the interrogative mood can be found in "Sound like a good fit?" in *Who we are*. The phrase refers to an introduction to the company which includes the scale and vision of the company. The question asks potential applicants if they are willing to work in such a young and growing company, which may be interpreted as an appeal to attract or interest applicants. It also indicates that the employer is starting a conversation with the applicants after recommending the company to them. The following sentence "We'd love to talk to you!" exactly reveals the employer's purpose – persuading applicants to apply for this position. In addition, the exclamation mark used in this sentence plays the role of emphasis. The message implies that the employer really wants applicants who not only meet the requirements but also want to work in the company.

There are two more exclamation marks used in *Who we are* in the sentences "we now have 10 – and more to come in the near future!" and "It's about making people happy – and that is awesome!". The first "!" expresses the employer's pride in their company which has increased in size from five hotels to ten over the past four years, which can be seen as a huge achievement. The employer uses this as an enticement intimating that there will be an exciting journey ahead when applicants decide to apply for this position. The second "!" refers to the company vision statements, which are all about people and making people happy. The advertisement uses an exclamation mark here to express excitement of trying to make the company's vision resonate with applicants. Applicants may apply for this job if their vision is aligned with that of the employer.

4.2 Critical discourse analysis of comparable Chinese job advertisements

My analysis of the Chinese job advertisements will also make use of lexicalisation, modality and mood. Since Chinese does not use modal verbs, I will identify some auxiliary verbs which share the same meaning as English modal verbs "will", "should", "can", and so on.

4.2.1 Qualities required from applicants

In this section, I will use Table 3.3 in Chapter 3 to discuss the qualities the employers are looking for. The wording is largely extracted from "任职要求 (job requirement)" as there

are hardly any other requirements found in “公司信息 (introduction to the company)” and rarely in “岗位职责 (job description)”. Chinese applicants are more likely to read through the requirements by “任职要求 (job requirement)” or “任职资格 (job qualification)”, where they can easily identify what qualities they are required to have in order to apply for the position. It is not uncommon to discover that the bigger a hotel or restaurant is, the more requirements it may have when recruiting new staff.

It is also common to see more than one quality wanted by the employer in one *requirement*. For example, five requirements are clearly shown with the numbers of “1, 2, 3, 4, 5” in CHAD1, but up to three qualities are required in the first *requirement*: education, previous experience and language. The combination of the requirements of education, previous experience and language such as “中专毕业或具有同等学历，经过餐饮服务培训，有一定的日常外语会话能力 (High school level qualification or with equivalent education. Demonstrated training in food & beverage service. Ability to speak foreign languages) tends to be a collocation in Chinese job advertisements.

In terms of textual consistency, it is better to put requirements that belong to the same category together. A disorganised sequence of requirements may be perceived by applicants as signalling that employers are not aware of what they truly expect from applicants. It may give rise to a distrust in the credibility of the employers as evidenced by the job advertisement. For example, the fourth requirement “be patient and thoughtful. Be friendly. Have basic English conversation skills” and the fifth requirement “good personality, be in good health and resilience, the ability to maintain well-being and likeable personality” in CHAD2 entail qualities in working attitude, personality, English competence, psychology, health and presentation. English competence seems incongruous in the text here. It may be better to list this requirement after the relevant experience has been explained.

To make the requirements clearer and more understandable, I divided them into basic requirements, necessary requirements and bonus requirements, as shown in Table 4.4.

Table 4.4 Requirement Mentioned in the Three Chinese Job Advertisements

| <i>CHAD</i> | <i>Requirements</i> | | |
|-------------|---------------------------|-------------------------------|---------------------------|
| | <i>Basic requirements</i> | <i>Necessary requirements</i> | <i>Bonus requirements</i> |

| | | | |
|-------|--|---|---------------------|
| CHAD1 | <p>High school level qualification or with equivalent education</p> <p>Be in good health</p> <p>Nice grooming and presentation</p> | <p>Demonstrated training in food & beverage service</p> <p>Ability to speak foreign languages</p> <p>Proficient in customer service skills and has ability to respond to changes; be able to handle general problems in the service properly</p> <p>Strong familiarity with the restaurant service rules. Basic knowledge with food and simple cooking methods of various dishes in the restaurant</p> <p>Ability to work proactively, enthusiastically, and earnestly, with strong sense of responsibility</p> | |
| CHAD2 | <p>Good ideological qualities and professional ethics.</p> <p>Be in good health</p> <p>Nice grooming and presentation</p> | <p>Strong sense of service</p> <p>Ability to deal with guests' issues</p> <p>Be patient and thoughtful. Be friendly</p> <p>Have basic English conversation skills</p> <p>Good personality</p> <p>Resilience, the ability to maintain well-being and likeable personality</p> | Relevant experience |
| CHAD3 | <p>Junior high school level qualification or above</p> <p>Be in good health. Nice grooming and presentation</p> | <p>More than 1-year previous experience in room attendant service</p> | |

Basic requirements

The reasons I categorised “be in good health”, “nice grooming and presentation” and “good ideological qualities and professional ethics” under basic requirements are explained below:

“Be in good health” here mainly refers to being in good physical condition which can be considered as a basic requirement for people who are keen on working in the hospitality industry. Applicants with mobility issues, hearing impairment or visual impairment may not be encouraged to apply for these positions, but this may not be written in job advertisements, as it could be perceived as being discriminatory.

“Nice grooming and presentation” which means being well-groomed and well-presented can be considered a basic quality for hospitality industry. Given that successful applicants are representative of hotels and restaurants, their physical presentation may give guests an impression of the quality of hotels and restaurants.

It is not uncommon to see the requirement of “good ideological qualities and professional ethics” in a job advertisement since Chinese are taught to have a set of beliefs about what is morally right and wrong from their childhood. In this sense, it can be considered to be an entry level requirement for applying for any position.

In the next section, I will discuss the qualities from *necessary requirements* in Table 4.4. with examples of wording used to reflect these qualities.

4.2.2 Wording used to reflect these qualities

In this section, I will look at the three Chinese job advertisements one by one with the tools of lexicalisation and mood.

4.2.1.1 CHAD 1: Wuhan InterContinental Hotel – Food and Beverage Attendant

Lexicalisation

The advertisement (see Appendix F1 for the advertisement and the back translation) uses “外语 (foreign)” when talking about the language requirement. Listing this requirement may be an effective way for employers to get more ideal applicants. Applicants may be expected to have a level of ability to speak English even though the employer writes “有一定的日常外语会话能力 (ability to speak foreign languages)” instead of “有一定的英语会话能力 (ability to speak English)”. When Chinese applicants perceive “ability to speak foreign languages”, it may only be an equivalence of “ability to speak English” as English is an international lingua franca. Additionally, applicants who are able to speak a second foreign language (in addition to English) may apply for other positions such as interpreters or administrative officers rather than wait staff positions.

A degree adverb “一定的 (a level of)” is repeatedly used in “有一定的日常外语会话能力 (ability to speak basic foreign languages)” and “一定的应变能力 (a level of contingency)”. The advertisement uses this degree adverb to reflect the intensity of the requirement. When a specific skill is preceded by “一定的 (a level of)”, it may be identified as a certain level of qualification. Generally speaking, there are three levels which can be required from applicants – beginner, intermediate and advanced. These two “一定的 (a level of)” indicate slightly different degrees in different contexts. Given the fact that Wuhan InterContinental Hotel is one of the IHG hotels, successful applicants in the hotel may have the opportunity to serve foreign guests speaking some limited English or other foreign language. In this case, the first “一定的 (a level of)” may be considered to be referring to the beginner level. As for the second “一定的 (a level of)”, it refers to the requirement of the ability to respond to changes. Applicants have to have responsiveness when handling general problems in service. As it is followed by the requirement of “经过餐饮服务培训 (demonstrated training in food and beverage service)”, it may express the employer’s expectation that applicants are supposed to reach at least an intermediate level of ability to serve guests well based on their previous training experience.

There are three examples of “服务 (service)” in this job advertisement. The first two instances may be found in “经过餐饮服务培训 (demonstrated training in food and beverage service)” and “有熟练的服务技能技巧 (proficient in customer service skills)”, which largely refer to customer service skills. According to the *Career Guide* (Indeed, 2020), customer service is not only a type of job but also involves a range of job skills. Applicants are required to be responsible for stating customer needs and reaching customer expectations. Also, customer service involves qualities such as patience, coordination, problem-solving and communication. The third instance of “服务 (service)” is “掌握餐厅服务规程 (strong familiarity with the restaurant service rules)” which roughly relates to the familiarity with restaurant service prescripts. However, it is difficult to evaluate how familiar applicants are with restaurant service rules as these rules differ from restaurant to restaurant. Applicants may have a basic knowledge of restaurant service rules after attending training sessions but cannot really be truly familiar with the service rule of this restaurant before taking on the position.

Three adverbs “主动 (proactively)”, “热情 (enthusiastically)” and “认真 (earnestly)” are used in succession to indicate that applicants are required to show their enthusiasm and passion when applying for this position. Using “proactively” and “earnestly” is the Chinese way of saying enthusiastic and “enthusiastically” is the Chinese way of expressing “with a passion for”. Chinese advertisements may not use overstated expressions as the New Zealand ones do. Given that the hospitality industry is a service industry where a busy and hardworking team is always in high demand, applicants who are proactive, enthusiastic and earnest may find it easier to succeed in applying for this position. Furthermore, “责任心较强 (a strong sense of responsibility)” is also a requirement involving applicants’ attitude to work. It affects how effectively applicants work and how they make an effort to achieve all their duties at work.

Modality

The advertisement uses an auxiliary verb “应 (should)” when informing applicants of their daily routine of this position in the *job description*. It is used to show the applicants what they are likely to be expected to do by the employer. Within the eight tasks listed, three require reporting to the line manager. Only the first one “熟知当天订餐情况，注意记录宾客的特别活动(如生日庆祝会) which refers to keeping track of bookings for the day and keeping a record of guests’ special events (such as birthday celebrations) is followed by this auxiliary verb. It may be seen as expressing an anticipation that applicants are highly likely to report to their line manager when referring to bookings and special events.

The auxiliary verb “将 (will)” used in “将认真阅读您的申请并慎重作出录用的决定 (we will carefully read your application and make a decision on appointment)” relates to an action of the employer. It shows that the employer is about to take an action on reading and screening résumés as well as possibly proceeding to a job offer after an interview. It also implies the employer’s attitude towards hiring. From receiving applications to the final offer, the employer is likely to adhere to criteria for selection, as the first half of the sentence “我们秉承将合适的人安排在适合的岗位为原则 (we are committed to the principle of putting the right people in the right positions)” suggests.

Mood

Most of the sentences used in this job advertisement are declarative (Burn & Crezee, 2017). They inform the readers of a vacancy provided by the hotel and give them a direction as to what qualities is the employer looking for. The advertisement uses the imperative mood “加入武汉洲际的团队 (Join the Wuhan InterContinental team)” in the *company introduction* to persuade applicants to apply for this position. It can also be considered as a statement of strong persuasion followed by the sentence “我们为您提供成功的开始，参与的机会和成长的空间 (We provide you a successful start, an opportunity to participate in and the space to grow)”. This is an alluring statement that is intuitively attractive and plausible to applicants, who may not hesitate to apply.

An exclamation mark can be found in “期待您未来的辉煌！ (Look forward to your glorious future!)” at the end of this job advertisement, where the employer is expressing gratitude to applicants for applying for this position and a wish for them to have a bright future. On the one hand, it can be perceived as a concern from the employer if applicants are not selected for the interviews; on the other hand, it shows a confidence on the part of the employer that applicants will have a wonderful future if they are successful in securing the position.

4.2.1.2 CHAD2: Guangzhou Garden Hotel – Wait staff

Lexicalisation

The wording “服务观念强 (a strong sense of customer service)” expresses a different requirement from “有熟练的服务技能技巧 (proficient in customer service skills)” in CHAD1. “服务观念强 (a strong sense of customer service)” can be read as a lower level of customer service skills. Customer service knowledge can be acquired after being trained, while customer service skills are more likely to be gained through an accumulation of experience in relevant roles. For example, when attending the onboarding training, successful applicants are instructed in some of the customer service skills that are needed for the position. Within the period of their tenure, they may have the opportunity to improve their skills by asking for feedback from their guests and colleagues as well as their line manager. They will become more skilled in the position after practice and training. In this case, it may be a recommendation from the employer that applicants who have no previous experience in customer service roles can also be successful if they have awareness of when and how to serve.

The advertisement uses the word “相关的 (relevant)” to show the employer’s expectation as to experience. Although this requirement is connected with a “优先 (preferable)”, it may be more desirable or suitable to have applicants with relevant experience. Different from the requirement of “previous experience”, relevant experience refers to wait staff experience or experience in specific skills, such as customer service skills. Both applicants who have wait staff experience and applicants who are experienced in customer service are encouraged to apply for this position.

The requirement of “善于处理客人的问题 (dealing with guests’ issues)” is another expression of “能妥善处理服务中出现的一般性问题 (be able to handle general problems in service properly)” in CHAD1. It implies a possible conflict between guests and staff or among guests. Successful applicants may need to respond promptly when an issue occurs. It requires problem-solving, quick thinking and showing initiative. Guests may not be satisfied with a slow response. In addition, the ability to deal with guests’ issues also requires strong adaptability as employees may be faced with many different issues over the course of a day.

The advertisement uses three adjectives “耐心周到，善于待人 (be patient, be thoughtful and be friendly)” to reflect the requirement of patience, attentiveness and friendliness when serving guests. According to Indeed (2020), patience, attentiveness, and friendliness are three necessary customer service skills. The position requires applicants to pay attention to details because guests’ needs can only be noticed when successful applicants are aware of and alert to these. It also entails the ability to interact with guests in a friendly manner to better solve any problems.

There is also a language requirement in this advertisement – “有基础英语会话能力 (have basic English conversation skills)”. The adjective “基础 (basic)” here implies that applicants with basic English conversational skills may be accepted. As ThoughtCo. (n.d.) suggested, basic English conversation refers to asking and answering simple questions, introducing oneself, greeting people, telling the time and using numbers and so on. In a restaurant setting, asking and answering simple questions and greeting people are two necessary conversational skills when interacting with guests. In this case, applicants who are able to greet as well as ask and answer simple questions might be more likely to succeed in an interview.

Modality

The auxiliary verb “必能” used in “必能令每位宾客称心如意 (it will/can please every guest)” can be translated into “will” or “can” in English. The context in which the auxiliary verb is used refers to the hotel’s information about environment, size and service. When it comes to “will”, it indicates that the employer is making a promise to the guests that everything in the hotel is satisfactory. When collocated with “can”, the employer is trying to show applicants what the employer believes to be true, which is that everyone in the hotel has the ability to make guests happy.

Mood

The wording “严格按照酒店的规章制度和部门的工作程序执行工作 (Strictly follow the hotel’s rules and procedures)” found in *job description* is expressed using the imperative mood to express a demand from the employer. In the relationship between employer and applicants, the employer is usually able to demand that successful applicants must follow the rules and procedures. Here the employer is not trying to make conversation with applicants but expressing a demand for applicants to obey. It is assumed that if applicants fail to comply with the rules, the employer may be disappointed in them or will find someone else to take the position.

At the end of the job advertisement, the employer provides a piece of information about open recruitment days followed by “赶紧带上您的身份证和小一寸照片前来面试吧~ (Please bring your ID card and one-inch photo to the interview~)”. The tilde mark “~” here can be interpreted as an exclamation mark but expressing a weaker mood. Chinese use the tilde at the end of a sentence to reflect a pleasant emotion of the text producer (Guo, 2004). It may be used to convey a casual tone, and suggest that applicants can have a relaxed and enjoyable chat with the employer.

4.2.1.3 CHAD3: So Yo Hotel – Room attendant

In this job advertisement, there are only three requirements but up to eight tasks listed for a room attendant position (Appendix F3). The responsibilities include service to guests, preparation of consumables, inventory and replacement, check out inspection, and cleaning of the public area and public spaces or guest rooms. In consideration of these responsibilities, the requirements are far more than education, previous experience, health and presentation.

The advertisement uses six “负责 (be responsible for)” [back translation: responsibilities] to describe what applicants are routinely supposed to do in the *job description*. In this regard, applicants are not only required to have the ability to cope with repetitive and routine tasks but also time management skills. Time for doing different tasks is set up beforehand so that applicants only need to follow the direction and finish the task within the given time. For example, the cleaning of guest rooms should be completed between 12 pm (check-out time) and 2 pm (check-in time). As for other tasks which are not fixed, applicants can flexibly allocate their time based on priority.

By reading the noun “经验 (experience)”, applicants are able to get the information that this position is required to have at least one year’s experience in a room attendant position. It implies that practical experience is more important than theoretical knowledge for this position. Without taking slight differences into consideration, the tasks for a room attendant are largely identical. Applicants can apply their accumulated experience to a different hotel. It may be easier for applicants to adapt to some different rules when they start a new, related position. From this point of view, employers are more willing to select applicants who have previous experience in this field.

Only one “服务 (service)” can be found in the *job description* and that involves providing service to guests. This indicates that applicants may have an opportunity to interact with guests. Although a room attendant may only be required to communicate with guests when necessary compared to the communication skills needed for a wait staff, basic communications skills are essential. It is possible that a room attendant may have a conversation with guests when it comes to room cleaning, sheets replacement and laundry service or providing extra tea, coffee and so on. Also, daily communications with his/her boss or colleagues requires an applicant to have a clear expression so as to convey information as well as report on work. Applicants who can express themselves clearly may be more likely to be successful when applying for the position.

4.3 Intercultural comparative analysis

In this section, I will be using intercultural comparative analysis to see if there are some intercultural differences between New Zealand advertisements and Chinese advertisements. I will identify similar wording with different meanings as well as similar qualities presented with different wording, using examples from both the New Zealand and Chinese advertisements. I will then identify some wording where New Zealand advertisements are explicit while Chinese advertisements are implicit. I will also identify

some requirements which appear to only exist in New Zealand advertisements or in Chinese ones, before looking at how my intercultural comparative analysis is aligned with Hofstede's analysis.

4.3.1 Similar wording with different meanings

Table 4.5 demonstrates a comparison of some similar or identical wording used in New Zealand advertisements and Chinese advertisements. Although the wording used may look the same, the meanings vary according to the different cultural context.

Table 4.5 Comparison of Similar Wording Used in New Zealand and Chinese Advertisements

| <i>Wording</i> | <i>Meanings</i> | |
|----------------|---------------------------------------|--|
| | <i>New Zealand advertisements</i> | <i>Chinese advertisements</i> |
| Presentation | Both appearance and professional look | 相貌 (only appearance) |
| Passion | Have a passion for hospitality | 工作态度 (positive working attitude) |
| Personality | Energetic, exciting, enthusiastic | 开朗 (good, pleasant) |
| Strong | A high level of | 一定的, 熟悉, 能 (a certain level of, familiar with, ability to) |

Examples of “presentation” used in New Zealand advertisements can be found in “immaculate presentation” in AD1 and “high standards of presentation of both for yourself and your work” in AD3. “Presentation” here mainly refers to applicants’ personal image, which can be perceived as professional appearance. AD1 also mentions that the person they are looking for is an experienced professional. “Presentation” in the Chinese advertisements may only indicate the requirements in terms of applicants’ appearance. The words the Chinese advertisements use expressions such as “仪表端庄 (elegant appearance)”, “形象良好 (good looking)”, “相貌端正 (fine looking)” which all refer to personal rather than professional appearance. Employers may prefer applicants who look prettier when they consider who will be the successful candidate.

New Zealand advertisements mention the word “passion” many times when describing what the employers need from the applicants, such as “show us your passion to want to

grow in hotels or hospitality!” and “you’ll have a real passion for hospitality” in AD2. The applicants are required to have a passion for working in hospitality overall, rather than this being limited to the positions advertised. A New Zealand academic told me she suspected ‘passion’ may have been used instead of ‘commitment to hard work’ because it sounds more attractive. So, when the advertisement says that applicants may be qualified for any positions in hospitality if they possess a passion for the industry, as well as meeting the other requirements, this means they must be willing to work hard. In Chinese advertisements, “passion” is used to describe the attitude applicants are supposed to have when they come to work. “Ability to work proactively, enthusiastically, and earnestly, with strong sense of responsibility” in CHAD1 is generally a requirement related to attitude. Applicants need to have positive working attitude if they want to get the job. Having a positive attitude to work may also be interpreted as being willing to work hard, so the Chinese and New Zealand advertisements may be comparable in this regard, with both using euphemisms for ‘being willing to work hard’.

As discussed in section 4.1.2, “good personality” is used to explain the requirement of being energetic, excited and enthusiastic, and in my view implies that applicants can also take the initiative to get things done. It emphasises the dynamic side of their personality. Having a positive attitude is more helpful in getting the work done. Plus, guests do not like to see glum faces, and a lack of enthusiasm reflects badly on the establishment people work for. When personality is mentioned in Chinese advertisements, it usually refers to “性格开朗 (good personality or pleasant personality)”, which can be seen as a collocation. Applicants with a pleasant personality may find it easier to interact with guests and clients.

“Strong” is mentioned repeatedly in New Zealand advertisements, such as “strong communication skills”, “strong wine and food knowledge” and “strong sense of initiative” in AD1. The employer shows they require applicants to have a high level of skill by the repeated use of “strong” to emphasise that the person they are looking for is an experienced professional. By contrast, the word “strong” used in Chinese advertisements generally relates to the meaning of “a certain level” in the requirement of “一定的应变能力 (ability to respond to changes)”, “familiar with” in “掌握餐厅服务规程 (strong familiarity with the restaurant service rules)”. It also shares a similar meaning of “ability to” in the requirement of “有一定的英语会话能力 (ability to speak English)”. If the employers place higher demands on applicants, they might tend to use other

wording such as “精通 (be proficient in)” or “优秀的 (excellent)” to express the meaning of “strong” mentioned in the New Zealand advertisements.

This comparison reveals that people from different cultural backgrounds may perceive similar or identical wording differently, depending on cultural context and how people use expressions conventionally. In the next section, I will look at some qualities that are required by both New Zealand employers and Chinese employers to see if the wording is different.

4.3.2 Similar qualities required from different wording

In this section, I list five qualities that are required by both New Zealand employers and Chinese employers, as shown in Table 4.6. The five qualities they are looking for are customer service skills, communication skills, ability to work in a busy and hardworking team, shift work and previous experience. The employers use different wording to reflect these qualities.

Table 4.6 Comparison of Similar Meanings Found in New Zealand and Chinese Advertisements

| <i>Qualities</i> | <i>Wording</i> | |
|--|---|---|
| | <i>New Zealand advertisements</i> | <i>Chinese advertisements</i> |
| Customer service skills | Demonstrated experience in customer service role; similar customer service position | 有熟练的服务技能技巧 (proficient in service skills; strong sense of service) |
| Communication skills | Interact with guests and clients | 能妥善处理服务中出现的一般性问题; 善于处理客人的问题 (be able to handle general problems in the service properly; ability to deal with guests' issues) |
| Ability to work in a busy and hardworking team | Dynamic, confident, ambitious | 心理素质强 (resilience, the ability to maintain well-being and likeable personality) |
| Shift work | Do shift work; Someone who can work a morning shift or during the day; flexibility to work a variety of shifts, including | N/A |

| | | |
|---------------------|---|--|
| | weekends and public holidays | |
| Previous experience | Minimum one-year experience in a food and beverage or customer service role; previous experience in a similar customer service position; previous experience working in a housekeeping team or similar (preferable) | 相关工作经验优先 (relevant experience is preferable) |

In New Zealand advertisements, the requirement of customer service skills refers to the wording of experience in customer service or relative roles. Applicants who have previous experience in these roles are more likely to possess customer service skills. Chinese advertisements use a different wording to reflect this quality. Applicants who are proficient in service skills or highly aware of customer service may be considered, regardless of previous experience. Applicants may acquire the skill through pre-employment training.

The New Zealand advertisements use phrases such as “interact with guests and clients” to express their need of communication skills while Chinese advertisements use “能妥善处理服务中出现的一般性问题 (be able to handle general problems)” and “善于处理客人的问题 (ability to deal with guests’ issues)”. The emphasis is different. The New Zealand advertisements expect applicants to communicate with guests and clients by having a conversation and interacting with them. However, Chinese advertisements focus more on how to solve guests’ problems by using communication skills.

When requiring applicants to have the ability to work in a busy and hardworking team, the New Zealand advertisements use the wording of “dynamic, confident, ambitious” while Chinese advertisements use “strong psychological quality”. There is a huge difference between these two forms of wording. “Dynamic, confident, ambitious” can be considered qualities of a person’s personality. Applicants may be inclined to work in a busy and hardworking team as they have the desire to. By contrast, “心理素质强 (resilience, the ability to maintain well-being and likeable personality)” can be considered a typical culture-specific item. The meaning of the source term “心理素质强” is

ambiguous, such that it is clear to those ‘in the know’ but not immediately apparent to outsiders. This wording is context-dependent (such as the profession and the corporate culture) and open to interpretation (from the line manager). Generally, it means the applicants may need to be able to cope with whatever this position and/or the line manager asks for and be happy with that.

“Shift work” is considered as a fundamental element for applicants who have the aspiration to start their career in hospitality. New Zealand employers are warning the applicants that there will be shift work. They use wording such as “morning shift”, “flexibility to work a variety of shifts, including weekends and public holidays” explicitly to attract applicants and not have people complain about shift work later. However, the requirement of shift work is not mentioned in Chinese advertisements because it is a given that workers will abide by management orders, and management maybe thinks workers should be happy to have a job. It is not the employers’ concern if applicants are willing to do shift work or not. Applicants may not be encouraged to apply for the positions if they are not happy with the shift work. It also reflects an authoritarian culture of Mainland China. Regardless of the job or the bosses’ age (there are many young people in management position nowadays, except for government or academic jobs), employers like to use their authority: they dictate, and the employees obey.

When talking about the requirement of previous experience, the three New Zealand advertisements explicitly express the employers’ expectation on what aspects of previous experience they would like applicants to have. The advertisements write in great detail about the experience the employers require, such as experience in a food and beverage role, similar customer service role or working in a housekeeping team. From this point of view, New Zealand employers might be more concerned about whether applicants have position-relevant qualifications or experience. By outlining clearly what the employers’ expectations are in terms of “previous experience”, HR professionals convey the message that they know exactly what employers’ prefer when selecting applicants. For HR staff this also makes it easier to satisfy the employers (or managers in food and beverage departments) when conducting recruitment. If applicants do not have previous experience in a food and beverage role, similar customer service role or working in a housekeeping team, they may easily fail to be chosen for an interview.

The three Chinese advertisements only mention “相关经验 (relevant experience)” rather than providing all the details. Chinese HR professionals use a conventional way of writing

such that applicants are able to understand that “relevant experience” may include experience in a customer service role or working as a wait staff in a restaurant or hotel. For example, relevant experience in “有相关经验优先 (relevant experience is preferable)” in CHAD2 means experience in working as a wait staff member in a restaurant. On the other hand, Chinese HR professionals may use “relevant experience” as a vague expression in order to attract more applicants. The more applications received, the higher possibility that some of the applicants will meet the requirements. Applicants may not dare apply for the position if the information provided is too detailed. When screening applications, Chinese HR professionals may not strictly follow what they write in the advertisements. They may also tend to select those who do not meet the qualification or experience requirements for an interview if they think the applicants can bring other important qualities to the position, or qualify for other reasons.

New Zealand applicants may not easily understand the Chinese advertisements with their covert meanings. Vice versa, Chinese applicants may misunderstand the underlying meaning of the wording of the New Zealand job advertisements, as they may go with the literal translation of the words. Both New Zealand advertisements and Chinese advertisements have the same ideas in regard to some of the requirements, but reflect such qualities through different wording, which may better express their expectations of applicants in their particular cultural context. It seems clear that, in both cases, employers expect applicants to ‘be on the same page’ as them, and read between the lines. Even though English is supposed to be a low context language, the language in these New Zealand job advertisements also has an underlying, hidden meaning, which is obvious only to people who have been living and working in a New Zealand English-speaking environment for years, and not to people who have mainly socialised with people from their own country and not worked in the New Zealand environment.

4.3.3 How CDA and intercultural comparative analysis aligned with Hofstede's analysis

In this section, I will firstly look at the scores for New Zealand and China provided by Hofstede et al. (2010) on Hofstede’s website and then identify wording used in both New Zealand and Chinese job advertisements which can reflect these six dimensions: power distance, individualism, masculinity, uncertainty avoidance, long-term orientation and indulgence, as shown in Table 4.7. I will mark N/A when no relevant wording can be found in the job advertisements.

Table 4.7 Wording used to reflect the six dimensions

| <i>Dimensions and Scores (New Zealand VS China)</i> | <i>Wording</i> | |
|---|--|--|
| | <i>New Zealand advertisements</i> | <i>Chinese advertisements</i> |
| Power Distance 22 VS 88 | AD2: You're more than just a job title; help our guests succeed; superstar; people who excel in their role and help our guests succeed too; liaising with our Conference & Events team to ensure our clients/guests vision comes to life. AD3: It doesn't matter what job you do; contribute to making the Hotel a great place to work; You're contributing to making someone's day that little bit better. | CHAD1: 应及时向主管汇报 (should report to their line manager in a timely manner); 及时向上级反映 (report to line manager in a timely manner); 及时向上级反映和协助处理 (report and assist in handling problems in a timely manner) CHAD2: 严格按照酒店的规章制度和部门的工作程序执行工作 (Strictly follow the hotel's rules and procedures) |
| Individualism 79 VS 20 | Teamwork? AD1: ability to work in a team AD3: ability to work on your own as well as part of a team | N/A |
| Masculinity 58 VS 66 | Feminine wording: strong communication skills | Feminine wording: nice grooming and presentation CHAD1: 仪表端庄 CHAD2: 形象良好 CHAD3: 相貌端正 |
| Uncertainty Avoidance 49 VS 30 | AD2: interact with guests and clients AD3: respond to guest requests | CHAD1: 注意记录宾客的特别活动(如生日庆祝会), 应及时向主管汇报 (Keep track of guests' special events (such as birthday celebration) and report to the supervisor in a timely manner); 应变能力 (ability to respond to changes) |

| | | |
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| | | <p>CHAD2: 善于处理客人的问题 (Ability to deal with guests' issues)</p> <p>CHAD3: 掌握所负责楼层的住客状况 (be aware of the circumstances on the level in charge)</p> |
| Long-Term Orientation 33 VS 87 | N/A | N/A |
| Indulgence 75 VS 24 | <p>AD1: exciting opportunity; do shift work</p> <p>AD2: be the bubbly superstar; fantastic; kick off your career adventure; incredible people; plus so much more; can work a morning shift</p> <p>AD3: We love what we do; making people happy; awesome; flexibility to work a variety of shifts</p> | <p>CHAD2: 具有良好的思想品质和职业道德 (Good ideological qualities and professional ethics); 严格按照酒店的规章制度和部门的工作程序执行工作 (Strictly follow the hotel's rules and procedures).</p> <p>CHAD3: "Be responsible for" in <i>job description</i>.</p> |

Power distance reflects how individuals in a culture accept authority or inequities (Hofstede, 2011). From the wording, we can see that the power distance reflected in New Zealand advertisements is much lower than that in Chinese advertisements. Less power distance is expressed in AD1 and AD3. Applicants can expect a democratic employer who provides not only "more than just a job title" but also the opportunity to "help our guests succeed". Applicants may be able to participate in decision-making to "contribute to making the Hotel a great place to work" as well as "making someone's day that little bit better". The employers or line managers exist to guide and help the applicants to "excel in the role" rather than to order staff around. The staff member is more appreciated and recognised for their individual qualities. Conversely, more power distance expressed in CHAD1 and CHAD2. Applicants in China easily accept autocratic power relations in the workplace as well as inequality as a fact of life. The positions advertised in Chinese advertisements are all subordinate roles in the hierarchy, and staff are supposed to follow orders. Staff rarely question such hierarchical orders and will simply comply with their

line manager without challenging their authority. They are clearly informed of the key duties and required to report to their line manager before dealing with unusual situations.

New Zealand is an individualist culture where individuals are more likely to be independent and autonomous. They tend to take care of themselves rather than adhering to other members of a group. Two forms of wording related to teamwork are found in AD2 and AD3, where the employers expect the applicants to not only work on their own but also work as a part of a team. By contrast, China is a collectivist culture where group cohesion is highly valued. The requirement of teamwork is not mentioned in Chinese advertisements as it is a given that Chinese applicants tend to work together to create harmony. They put great value on working in a team rather than just thinking of themselves as an individual unit.

The score of masculinity of both New Zealand and China weighs slightly higher than the neutral midpoint of a score of 50 such that employers from these two countries may tend to use either masculine wording or feminine wording to reflect their preferences in choosing the applicants. In both the three New Zealand advertisements and the three Chinese advertisements, masculine wording can hardly be found which implies that the positions being advertised are not aimed at male applicants. A more social-oriented wording of “strong communication skills” found in AD1 and AD3 seems to appeal to female applicants (Askehave, 2010). Feminine wording referring to nice grooming and presentation found in the three Chinese advertisements also indicates that the employers are targeting female applicants. Although both New Zealand advertisements and Chinese advertisements use a gender-neutral noun “wait staff” rather than “waitress”, employers may largely prefer female applicants. Furthermore, it may be rooted in Chinese people’s minds that positions such as wait staff member and room attendant in the hospitality industry are more favourable for a female while a male is viewed as a better option to take the lead roles.

It is surprising to see that New Zealand scores higher on uncertainty avoidance than China based on Hofstede’s theory. People in New Zealand may feel less comfortable with uncertainty while Chinese people are more comfortable with uncertain situations. However, the finding of my small study is the reverse. Uncertainty in the hospitality industry may be largely reflected in guests’ requests, guests’ issues and all kinds of possible problems. In New Zealand advertisements, the requirements related to uncertainty only refer to “interact with guests and clients” and “respond to guest

requests”, with the nature of the requests not specified. This can be understood as more uncertainty tolerance in New Zealand. Applicants are happy to know that they will interact with guests and respond to guests’ requests rather than being given a standard for how they should do. By contrast, more specific requirements on applicants’ ability to respond to uncertain situations can be found in Chinese advertisements. Chinese applicants may feel more comfortable with knowing what they are specifically required to do when serving guests. For example, applicants should “keep track of guests’ special events” and report to their supervisor if they find something uncertain or unknown.

Indulgence relates to enjoying life and having fun. New Zealand employers are trying to convince applicants that it will be fun to work for them by using wording such as “exciting”, “superstar”, “fantastic”, “incredible” and “awesome”. Applicants will be provided with an exciting opportunity to kick off their career adventure where “so much more”, in terms of benefits, can be gained. Employers are obviously attracting applicants to apply for the positions. In Chinese advertisements, a good number of forms of wording about the applicants’ responsibilities reflect that performing job duties goes beyond individual gratification. Employers are not concerned about whether the applicants are happy with the job, they are telling applicants what is required from their perspective, not from the applicants’ perspective. In this case, applicants, especially the young generation, may not desire to apply for these positions if they feel the advertisements are unappealing. Another example of indulgence in the New Zealand advertisements is that applicants are specifically told about the shift work, perhaps to show respect for respect their right to leisure time and indulgence. A lack of indulgence is seen in the Chinese advertisements since shift work is a given, so there is no explicitly expressed respect for employees maybe wanting some leisure time.

4.4 Summary of chapter

This chapter has discussed the three New Zealand job advertisements by using CDA, and presented a CDA of comparable Chinese job advertisements. An intercultural comparative analysis of the New Zealand and Chinese job advertisements has also been presented.

In the next chapter, I will look at interview participants’ responses to the three job advertisements as well as the three themes that emerge from the analysis of these interviews.

Chapter 5 Interview Findings

5.1 Introduction

The interviews were intended to discover how postgraduate hospitality students from Mainland China respond to the three New Zealand job advertisements with their understanding of the wording used in these job advertisements.

In this chapter, I will start by looking at participants' responses to the three job advertisements. I will then present a thematic analysis, identifying three themes with examples that recur frequently.

5.2 Participants' responses to the three job advertisements

In this section, I will look at the participants' responses to questions on the sort of job applicants they think the employers are looking for, and the types of skills that are the most important to meet the employers' expectations. I also look at what participants would emphasise in their applications if they applied for these positions and whether they find the job advertisements clear, confusing or ambiguous. Their comments on some specific points will also be reviewed. The participants' responses to AD1, AD2 and AD3 based on the indicative questions are categorised in Tables 5.1, 5.3 and 5.5 respectively. The other comments are shown in Tables 5.2, 5.4 and 5.6. I have emphasised some words using bold text in these tables to indicate some interesting opinions that will be discussed in the following sections.

5.2.1 Job advertisement one (AD1)

With regard to this job advertisement, I will discuss participants' responses to requirements relating to wine and food knowledge, and work experience. I will also discuss participants' opinions with regard to the requirement of computer skills, strong sense of initiative, limited opportunity and "only successful applicants will be contacted", as bolded in Tables 5.1 and 5.2.

Although the advertisement reads "**strong** wine and food knowledge with a proven ability to exceed customer expectations", P2 and P9 believed that only **basic** wine and food knowledge is required for this position. Knowledge of wine and food differs considerably from restaurant to restaurant, so that applicants may only need to possess some elementary knowledge such as the types of wine and different types of cuisine. Once the applicants possess such general knowledge, they can serve the guests well with

explanations and recommendations as to wine and food. P7 held the idea that most Chinese students are not good at wine knowledge as, on the one hand, it is a fact that wine is usually provided in western-style restaurants in China; and on the other hand, most traditional Chinese people do not drink wine much. The younger generation may be increasingly affected by the western lifestyle that they are keen to imitate in what they perceive to be ‘sophisticated’ by drinking wine. Even so, they may not possess in-depth knowledge in this area. It may be difficult to meet this requirement if the applicants lack practical experience, as P8 commented.

P1, P2, P4 and P7 said they would emphasise their work experience in New Zealand if they applied for this position. From their perspectives, most New Zealand employers do not care if the applicants have previous experience in China. They might only value local work experience as that can be seen as evidence that applicants are used to the New Zealand employment setting, as evidenced by testimonials from their former employers. These four participants said they had worked in New Zealand and were proud of their work experience in New Zealand as it seems to be an advantage when applying for a position.

P8 and P10 found the use of the word “strong” in combination with wine and food knowledge and computer administration skills ambiguous as it is difficult to assess the level that applicants can achieve in their applications. P5 noticed the repetition of the adjective “strong” in the advertisement, which seems to tell the applicants that the HR professional who is responsible for recruiting this position may be very strict in screening the applications. Applicants may easily fail to be selected for an interview, since the HR professional may do rigorous screening for interview selection. Furthermore, it also implies that even if applicants are successful in the interview and become an employee, it may be difficult for them to satisfy employer’s requirements, since the advertisement only gives a very rough idea of what the workplace requires or, at least, requirements are ambiguous to applicants.

The requirement of “computer skill” is ambiguous to P2, P3 and P7. Both P2 and P3 considered this requirement as unnecessary and not essential for wait staff. It is understandable that the employer requires such a skill for a line manager or another member of staff who needs to deal with the computer very often, e.g. for bookings or accounts. Otherwise, it seems a bit redundant to mention computer skills in this advertisement. Furthermore, computer skills are universal skills which almost everyone

possesses, especially the younger generation. From P7's perspective, computer skills may be an advantage when the employer considers selecting an employee for promotion in the future. It seems redundant at this point but may increase the likelihood of success in the long term.

The sentence "only successful applicants will be contacted" is stated that the applicants will be informed upfront that they will only hear back if they are successful. It is rude not to tell applicants this and keep them waiting, without knowing that if they do not hear back, it means they were not successful. The words "[a] limited opportunity exists" also appears to have been written to attract applicants to apply if they find themselves suitable for the position without hesitating. Interestingly, P2 found these expressions aggressive, whereas a New Zealand source told me they found this courteous. Chinese people may generally see what will happen after applying for the position: being contacted for an interview or no response from the company. It is common sense that if applicants are not contacted, they have failed to be selected for an interview. Chinese advertisements usually use the number of staff being hired to let applicants know how many people the employer is recruiting for the position. Applicants can estimate the intensity of the competition by reading the numbers being recruited. For example, applicants may feel that it would be easier to be successful if the employer is looking for three wait staff. They may be more willing to apply for this position if they feel confident about that. However, it may be a different scenario if they read "limited opportunity" and "only successful applicants will be contacted" in the advertisement. They may feel stressed as they know the opportunity is limited and only the most suitable person can get this position. Besides, P2 also perceived these forms of wording as a fence to put the employer 'above', giving a feeling of inequality to the applicants.

The advertisement as a whole is clear and detailed to P6, P7. They understood what sort of applicant the employer is looking for, and what the employer expects from the applicants. This was obvious when they were asked to explain the advertisement back to me in all respects. Participant responses are reflected in Tables 5.1 and 5.2 below.

Table 5.1 Participants' Responses to AD1

| Participants | What sort of job applicant do you think this employer is looking for? | What sort of job applicant would best match the employer's expectations? What type of skills are the most important to meet these expectations? | If you applied for this job, what would you emphasise in your applications and why? | In what ways do you find the job advertisement clear, confusing or ambiguous? |
|--------------|---|--|---|---|
| P1 | Have food and beverage knowledge; customer service skills; computer skills. | People from western countries who can speak English fluently as well as European languages. | Demonstrated experience in New Zealand; ability to work in a team; do shift work. | The job description is ambiguous that candidates may not understand what they will exactly do. It may involve more than what describes in the advertisement. |
| P2 | Minimum 1 year demonstrated experience in a similar role | Wine and food knowledge (the knowledge of wine and food differs that candidates may only need to know some basic knowledge) ; service skill. | Demonstrated experience in New Zealand, adequately outgoing, ability to learn fast and work in a team, as well as communication skill. | "Other European language" is ambiguous, it would be better to write the specific language. The requirement "strong communication skills" is confusing, it is not a necessary skill for a wait staff. |
| P3 | One-year experience in hospitality industry | Good personality; be able to response quickly; familiar with restaurant terminology as different cuisines have different terminology; can do "shift work". | Rich work experience; international company background; be able to work in multi-cultural company | "strong computer administrations skills" is confusing as only line manager or staff who is responsible for stocks needs computer skills. In this sense, this is an unnecessary requirement. |
| P4 | Minimum one-year experience in food and beverage; ability to speak a European language would be beneficial. | Minimum one-year experience in food and beverage; ability to speak a European language would be beneficial. | Local work experience | "Strong wine and food knowledge with a proven ability to exceed customer expectations" - how to prove that applicants can exceed customer expectations. Tertiary is confusing as the participant is not familiar with the education system of New Zealand. |

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| P5 | Experienced and strong wine and food knowledge; fluent in English; be able to work in a team as well as on your own. | Experienced and strong wine and food knowledge. | Professional knowledge in wine and food. | “Immaculate” is ambiguous as the applicants may not be able to know the standard of immaculate presentation. |
| P6 | Experienced; strong communication skills to promote the products; computer skills and teamwork | Work experience, communication skills and be able to speak English fluently and another European language. | Work experience, know what the guests want | The advertisement is clear |
| P7 | Minimum one-year experience; fluent in English and be able to speak another European language; wine and food knowledge | Previous experience that successful applicants can “ready-to-hand” easily and rapidly. | Local work experience , especially having experience in specific function | The advertisement is clear |
| P8 | Experienced and competent from the wording of “immaculate” and “strong” | Experience and communication skills as the successful applicants need to interact with the guests. | Qualification; barrier-free communication with the guests | The degree of two strong in “strong wine and food knowledge” and “strong computer administration skills” are ambiguous. |
| P9 | Minimum one-year local full-time experience | Fluent in English and communication skills | Basic wine and food knowledge ; strong computer administration skills and teamwork | The advertisement is very clear and detailed that the applicants can understand easily. “Vibrant personality with a strong sense of initiative” is a bit ambiguous, unsure of this requirement is for guests or for colleagues. |
| P10 | Strong communication skills; strong wine and food knowledge | Language ability and professional knowledge | Good personality; computer skills | “Strong”, “immaculate” are ambiguous words as they might only be evaluated in the interview or after taking the position. |

Table 5.2 Participants' Other Comments on AD1

| | |
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| P1 | None |
| P2 | <p>“Only successful applicants will be contacted” looks strange as applicants commonly know such a conventional rule when applying for a job. Applicants may feel unequal after reading this aggressive expression. “A limited opportunity exists” also indicates the same meaning. Candidates may not easily succeed in applying for this position.</p> <p>The employer has high demand on this position.</p> |
| P3 | <p>“Strong sense of initiative” - Asians might be more likely to follow directions and less likely to be proactive.</p> <p>The requirement of "European language" tells that this is a restaurant of European cuisine.</p> |
| P4 | None |
| P5 | A repetition of “strong” may cause applicants to give up applying for the position. |
| P6 | None |
| P7 | <p>Chinese are generally not skilled in wine knowledge. Qualification may reflect a level of knowledge or understanding in professional knowledge.</p> <p>“Strong computer administration skills” is a personal competence which may be helpful for individuals to be promoted in the future.</p> |
| P8 | <p>It is difficult to achieve “strong wine and food knowledge” without practical experience.</p> <p>Applicants who have basic computer skills can apply for this position.</p> |
| P9 | None |
| P10 | None |

In brief, participants mentioned wine and food knowledge, and work experience. They also commented with regard to the requirement of computer skills, strong sense of initiative, limited opportunity and “only successful applicants will be contacted”.

5.2.2 Job advertisement two (AD2)

With regard to this job advertisement, I will discuss participants' responses to requirements relating to “be able to demonstrate IHG True Hospitality”, have passion for

hospitality, and language ability, as bolded in Table 5.3. I will also discuss participants' thoughts regarding the wording of this advertisement, as bolded in Table 5.4.

P2, P3, P5 and P7 shared the same idea that “be able to demonstrate IHG True Hospitality” is one of the skills that can meet employer’s expectation. It means that applicants who can demonstrate IHG True Hospitality might more easily get access to the talent pool for an interview. However, P3, P5 and P7 had their own understanding with regard to the requirement of “be able to demonstrate IHG True Hospitality”. P3 was aware of the reason why the employer requires applicants to demonstrate IHG True Hospitality. Applicants largely represent the image of the hotel and their behaviours may affect how guests value the hotel. By demonstrating IHG True Hospitality, applicants are able to behave like an IHG person in serving guests well and so are likely to generate repeat guests. “IHG True Hospitality” here generally refers to the rules and regulations made by the hotel which can also be seen as a belief that applicants should comply with when in the position. It is interesting to note that P5 considered “IHG True Hospitality” as “honest” while P7 perceived it as another expression of requirement of “comprehension ability”. From their perspectives, IHG True Hospitality has many aspects. Being honest or having comprehension ability might be the first factor for the employer to take into consideration when they examine whether applicants meet this requirement.

It is a given that applicants can speak English as New Zealand is an English-speaking country. Chinese applicants have a natural advantage as they can speak Chinese. P7 mentioned the language ability of speaking both Mandarin Chinese and Cantonese even though the advertisement does not demonstrate such a requirement. From P7’s point of view, Crowne Plaza Hotel is an IHG hotel which means the guest group is not confined to New Zealanders. Applicants may have the opportunity to speak to people from other countries. Since the market for Chinese guests is getting bigger and the fact that most Chinese do not speak English well, it would be beneficial for the employer that applicants can take advantage of their language skills to serve Chinese guests. However, it may be a stereotype that Chinese people are not able to speak fluent English which creates a disadvantage for Chinese applicants if the employer is not aiming at the Chinese market.

Table 5.3 Participants’ Responses to AD2

| Participants | What sort of job applicant/candidate do you think this employer is looking for? | What sort of job applicant/candidate would best match the employer's expectations? What type of skills are the | If you applied for this job, what would you emphasise in your | In what ways do you find the job advertisement clear, confusing or ambiguous? |
|--------------|---|--|---|---|
|--------------|---|--|---|---|

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| | | most important to meet these expectations? | applications and why? | |
| P1 | Bachelor's degree; previous experience in similar customer service positions. | Customer service experience is the most important skill; possess the attitude of working and the ability to interact with guests would be beneficial. | Demonstrated experience in New Zealand; ability to work in a team; can do shift work; positive attitude towards work and life. | Workplace and key duties are very clear. |
| P2 | A staff who can work in bar, restaurant and banquet. | Passionate and friendly personality; fits in the IHG True Hospitality ; can work a morning shift or during the day. | Work efficiency as one of the tasks is to serve guests during breakfast, lunch and dinner shifts; previous experience in large scale hotel. | Real passion is ambiguous as it is difficult to evaluate the level of real passion, which can only be assessed by interviewers. |
| P3 | A staff who can work in bar, restaurant and banquet; hard-working. | Be able to demonstrate IHG True Hospitality to keep customers. | Equivalent work experience; confident and enthusiastic; Master's degree in hospitality management. | The advertisement is very clear about the workplace and key duties. |
| P4 | Required qualification; communication skills; fits in the hotel brand. | Required qualification; communication skills; fits in the hotel brand. | Local work experience; passionate. | |
| P5 | Experienced; relevant qualification; have passion for hospitality industry . | Competence and passion. Competence refers to "possess the ability to interact well with guests" and "ability to interact well with guests and colleagues". | Have passion for hospitality ; communication skills. | The wording is very clear that the applicants can clearly know what the key duties and benefits of this position. |
| P6 | Be able to provide assigned service; basic hospitality management qualification; a few work experiences; have passion for hospitality ; can do shift work. | Sense of service; ensure guest comfort. | Have passion for hospitality ; had experience in psychological counselling which can both serve guests well and communicate efficiently with the team. | Real passion is ambiguous as it is a subjective concept. |

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| P7 | Comprehensive understanding of hotel food and beverage department, including breakfast, lunch, dinner, banquet, conference and event because these processes are different. Be able to communicate with guests. | Professional knowledge; “be able to demonstrate IHG True Hospitality” requires applicants have comprehension ability. | Language advantage - Mandarin Chinese and Cantonese; relevant experience. | The advertisement is clear. |
| P8 | Relevant customer service experience; be able to demonstrate IHG True Hospitality; can do shift work. | Relevant customer service experience; be able to demonstrate IHG True Hospitality; can do shift work. | Relevant work experience. | “Be able to demonstrate IHG True Hospitality on a day-to-day basis” is ambiguous as the applicants may not understand the standard. “Ability to interact well with guests and colleagues” is also ambiguous. |
| P9 | Have passion for hospitality; relevant experience. | Be able to do shift work. | Follow direction; not picky; approachable. | “Be able to demonstrate IHG True Hospitality on a day-to-day basis” is ambiguous as the applicants may not understand the standard and also difficult to discover if they fit in the company vision. |
| P10 | Ability to interact with guests. | Ability to interact with guests. | Good at communicating with guests; ability to organize and manage. | The wording of this advertisement is not clear, applicants may not be able to estimate if they are suitable. |

Table 5.4 Participants’ Other Comments on AD2

| | |
|----|---|
| P1 | The wording of this advertisement looks more approachable. Candidates who apply for this position may have the feeling of being acknowledged. In that case, they may be more likely to apply for this position. |
| P2 | The advertisement is very clear and friendly. “You’re more than just a job title” means that this position is promising, where more trainings provided after taking the position. |

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|-----|--|
| P3 | The wording of this advertisement is more amiable, such as bubbly superstar, superstar. |
| P4 | The wording of this advertisement is easier to read. It gives the applicants an impression that it might be easier to successfully apply for this position. The advertisement uses many colloquial expressions to attract applicants. |
| P5 | The wording is lively that the applicants may feel happier when reading the advertisement. The requirement of “IHG True Hospitality” can be considered as the same as to be honest. |
| P6 | None |
| P7 | None |
| P8 | The wording of this advertisement is friendly which might give the applicants an impression that it would be easier to apply for this position. “kick start your career adventure” implies that the employer may not count on how professional the applicants would be as there might be trainings provided. The advertisement uses two “superstar” to indicate that the employer is not only looking for a staff, but also a position that truly needed. |
| P9 | None |
| P10 | None |

In brief, participants mentioned “be able to demonstrate IHG True Hospitality”, “have passion for hospitality” and language ability.

5.2.3 Job advertisement three (AD3)

With regard to this job advertisement, I will discuss participants’ responses to requirements relating to “hard-working” and “excellent attention to details”. I will also be discussing participants’ comments on the question “how much notice are you required to give your current employer” as well as the wording “it’s all about making people happy” and “young and growing company”, as bolded in Tables 5.5 and 5.6.

Five participants (P1, P2, P4, P5 and P8) considered “hard-working” as one of the most important features required for the hospitality industry. It is also very common to see this requirement in Chinese advertisements, especially with regard to service-related positions. Employers place more value on applicants’ attitude towards working rather than their level of ability. As these five participants suggested, it would always be

beneficial to add “hard-working” in their résumés when they apply for this position. But when viewed from another perspective, it can also be said that if applicants want to get this position, they should be “hard-working”.

It is interesting that P3 had the opinion that the employer is looking for a female room attendant by writing “excellent attention to detail”. From P3’s perspective, male applicants might be less detail oriented compared to female applicants. This room attendant position is not just open to female applicants, but it may largely target female applicants when the advertisement uses feminine wording.

The word “notice” in the question “how much notice are you required to give your current employer” seemed difficult for P1 and P6 to understand. According to Cambridge Dictionary (n.d.), notice refers to information given to about something that is about to happen or become conscious of something or someone. The question here means if the applicants succeed in getting the position, how long, according to the terms of the employment agreement, one must work after resigning or “giving notice” to the employer. However, when P1 and P6 regarded it as “concern”, they felt confused because the meaning of this question is totally different. After I explained the meaning it ought to have, both P1 and P6 understood and commented that it is a question rarely written in the Chinese advertisements. It is true that such a question is replaced by “available date” in the Chinese advertisements. It gives HR professionals a clue if applicants can come to their position on the required date, which may also affect HR professionals’ selection of their applicants. Likewise, the question “how much notice are you required to give your current employer” in this advertisement also implies an intent from the HR department that the right person may need to start to work as soon as possible.

An interesting finding is that P1 believed the wording “it’s all about making people happy” reflects an inequality in the hotel while P3 considered it as a common situation in the whole hospitality industry. P8 also noted that applicants may not be able to get an equal return when they comply with the requirement “you’re contributing to making someone’s day”. Some applicants may excessively consider their personal feelings or benefits more than what they can contribute to the company. If applicants want to work in a service industry, they ought to bear in mind that “pay and return” might not be equal what one gives in service roles. If they want to “get an equal return”, they should go for a different type of job. It is a good sign that P3 realised the essence of the hospitality industry.

The wording of “young and growing company” implies a possibility lies between the employer and applicants where they can have an equal conversation, as P3 commented. Compared to Hotel DeBretts and the Crowne Plaza hotel, this young and growing hotel might be more likely to listen to applicants’ opinions and also provide more benefits to attract applicants. Applicants might also feel happier when working in a young and growing team. From P5’s point of view, the wording reflects what the employer is looking for. The word “growing” indicates the rapid development of the company where successful applicants will get to work in a fast and busy team. Only applicants who are able to adapt to a fast-paced team-oriented environment can succeed in their application.

Table 5.5 Participants’ Responses to AD3

| Participants | What sort of job applicant/candidate do you think this employer is looking for? | What sort of job applicant/candidate would best match the employer's expectations? What type of skills are the most important to meet these expectations? | If you applied for this job, what would you emphasise in your applications and why? | In what ways do you find the job advertisement clear, confusing or ambiguous? |
|--------------|---|---|---|---|
| P1 | A part-time room attendant. | Hardworking ; be willing to work; have good manner. | Attitude of hardworking and high stability. | The “notice” in “How much notice are you required to give your current employer?” is confusing as “notice” is unmeasurable. |
| P2 | Hard-working ; be able to work quickly and efficiently. | Basic housekeeping skill; work in a friendly manner especially when serving guests; familiar with the key duties. | Hard-working and attention to details. | It is difficult to understand what the advertisement requires by writing “contribute to making the hotel a great place to work”. “All necessary housekeeping activities” is ambiguous – it would be better to list specific standards and contents for those who have no previous experience in this position. The hotel has five branches, but the employer has no information about which will be their workplace, which is also ambiguous. |
| P3 | Be willing to work as a room attendant. | Time is flexible; have strength. | Upbeat; flexibility in time; has strength. | The advertisement is clear. |

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| P4 | Passionate, enthusiastic and hard-working. | Passionate, enthusiastic and hard-working . | Hard-working. | “Presentation of yourself” is confusing as successful applicants may not have many opportunities to serve guests face to face. “Ensure guest comfort at all times” is an ambiguous expression that it may be difficult to ensure guests are happy at all times. “Working in a safe and efficient manner at all times” is also ambiguous that applicants may not be able to ensure they can work in a safe and efficient manner. |
| P5 | Fit in the company culture; strong sense of service; attention to detail. | Enthusiastic; hard-working ; be willing to do. | Hard-working , strong sense of service. | “Excellent attention to detail” and “high standards of presentation both for yourself and your work” are ambiguous as they are difficult to be proved. |
| P6 | A part-time cleaning staff | Time is flexible; can work whenever in need. | Time is flexible; can do shift work; be able to work earnestly. | The question “How much notice are you required to give your current employer?” is confusing. It is uncommon to see such questions in Chinese advertisements. |
| P7 | A part-time staff; be able to work in weekends and public holidays. | Previous experience that the applicants might have the basic knowledge of work procedure and how to communicate with line manager. | Be able to on call. | The advertisement is clear. |
| P8 | A part-time cleaning staff; be able to ensure high standards of cleanliness. | Hard-working ; work experience. | Relevant experience; Hard-working. | “High standard of cleanliness” is ambiguous as it is difficult to evaluate the high standard. “Excellent attention to detail” is also an ambiguous expression. |
| P9 | Be willing to do the room attendant work and grow with the company. | Time is flexible; teamwork. | Time is flexible. | “Flexibility to work” is ambiguous as the applicants might not be able to know how flexible the employer requires; “Excellent” in “Excellent attention to detail” is also difficult to be evaluated. |

| | | | | |
|-----|-------------------|--|---|--|
| P10 | A room attendant. | Relevant experience; can work on your own. | Teamwork; attention to detail; fast learning. | “High standard of presentation both for yourself and your work” and “Excellent attention to detail” are ambiguous as they can only be assessed within the interview. |
|-----|-------------------|--|---|--|

Table 5.6 Participants’ Other Comments on AD3

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|----|--|
| P1 | <p>The requirements of “Pride in your work”, “Ensure guest comfort at all times”, “Working in a safe and efficient manner at all times” and “Our business is all about people. It’s about making people happy – and that is awesome!” in the introduction of the company indicate there exists an inequality in the company. The position may be the lowest one in the company.</p> <p>It would be better for the employer to mention the company’s name in such advertisement as the applicants may not know what exactly it is if it is not very famous in the industry.</p> <p>The last question “what's your expected hourly rate?” at the bottom of the advertisement is a filter question, indicating that if the candidates ask for a higher hourly rate than the employer can offer, the employer may not provide an interview opportunity.</p> |
| P2 | <p>“Respond to guest requests politely and efficiently” means successful applicants are supposed to know the key duties very well, such as when is the breakfast time and where the maps provided. If applicants cannot answer the guests’ questions, it gives guests an impression that the hotel is unprofessional.</p> <p>“Flexibility to work a variety of shifts, including weekends and public holidays” is a repeated requirement. It is unnecessary to require “Pride in your work”.</p> |
| P3 | <p>“Making people happy” is a common situation of the whole hospitality industry.</p> <p>“Young, growing company” indicates that the employer may tend to listen more to the views of staff, and give better benefits to staff.</p> <p>“Excellent attention to detail” implies the employer is looking for a female staff as male staff might be less detail oriented.</p> |
| P4 | The employer has high demands on applicants if applicants can make people happy. |
| P5 | “What’s your expected hourly rate” implies that if applicants require a high salary than the employer provides, they may not be selected for an interview. |

| | |
|-----|---|
| | The description of “ young and growing company ” also reflects what the employer is looking at. |
| P6 | The advertisement is mostly persuasive. The requirement “pride in your work” and the company introduction “we love what we do, our business is all about people, it’s about making people happy – and that is awesome!” expresses the company vision to the applicants, hoping that that applicants can also embrace the idea. |
| P7 | “Pride in your work” sounds good but it is meaningless. Strong communication skills is not a necessary requirement which only requires applicants have basic communication skills. |
| P8 | Most of the requirements of this advertisement are demanding. People who work as a room attendant may not have high qualification. Otherwise they will apply for other positions. “ You’re contributing to making someone’s day ” implies that the successful applicants may not be able to get an equal return. “What’s your expected hourly rate” indicates that if the applicants are expecting the minimum wage, the employer may be able to provide more. |
| P9 | It is not meaningful for applying for this position with the expression of “Pride in your work”. |
| P10 | None |

In brief, participants mentioned the requirement of “hard-working”, “excellent attention to details”, “how much notice are you required to give your current employer” as well as the wording “it’s all about making people happy” and “young and growing company”.

5.3 Thematic analysis

In this section, I will present three themes: ambiguity, Chinese bosses vs New Zealand employers, and taking pride in your work. The examples are excerpted from the participants’ responses to the three job advertisements. Each example will be followed by a discussion.

5.3.1 Theme One: Ambiguity

Many participants spoke of their confusion about some wording such as “proven”, “immaculate”, “sense of initiative” in AD1, “IHG True Hospitality”, “real passion” in AD2 and “excellent attention to detail” in AD3. Participants felt these words and phrases were ambiguous because they are difficult to evaluate or assess during the application process.

P4: “Strong wine and food knowledge with a proven ability to exceed customer expectations” - how to prove that applicants can exceed customer expectations.

P4 found the word “proven” a myth as the applicants may not know how their ability can be proved to exceed the guests’ expectations. The interviewer or employer may have to try to ascertain whether applicants have this ability by checking their references, rather than by going by what applicants state in their applications.

P5: “Immaculate” is ambiguous as the applicants may not be able to know the standard of immaculate presentation.

P10: “Immaculate” is an ambiguous word as it might only be evaluated in the interview or after taking the position.

“Immaculate” is an ambiguous word to P5 and P10 as the standard of presentation is determined by the employer. Applicants may only know the general presentation requirements for wait staff in the hospitality industry instead of the specific presentation criteria required by that hotel or restaurant. In the Chinese hospitality industry, it is not uncommon for employers to require the applicants to send them a profile photo, which employers use to deduce if applicants meet the requirements. Applicants may feel confused about how to prove how they present themselves without a photo and also may find it difficult to understand what sort of presentation can be referred to as “immaculate” before the interview.

P3: “Strong sense of initiative” - Asians might be more likely to follow directions and less likely to be proactive.

P9: “Strong sense of initiative” is a bit ambiguous, unsure of this requirement is for guests or colleagues.

P9 found the wording “sense of initiative” ambiguous as this requirement may be unclear to the applicants when dealing with guests’ issues or communicating with the colleagues. P3 also commented that people from Asian cultural backgrounds are less likely to display a sense of initiative as they prefer following orders from the line manager or boss. They may not as proactive as New Zealanders when serving guests. Surprisingly, the advertisement is completely ambiguous to P1 as the key duties of the position are not listed, which indicates that the applicants may need to do more than what they read in the advertisement. This in turn may instil a lack of trust in applicants before they even apply.

P8: “Be able to demonstrate IHG True Hospitality on a day-to-day basis” is ambiguous as the applicants may not understand the standard.

P9: “Be able to demonstrate IHG True Hospitality on a day-to-day basis” is ambiguous as the applicants may not understand the standard and also difficult to discover if they fit in the company vision.

P10: The wording of this advertisement is not clear; applicants may not be able to estimate if they are suitable.

For P8 and P9, they regarded “IHG True Hospitality” as an ambiguous wording. Applicants who have previous experience in other IHG hotels certainly know the meaning of “IHG True Hospitality” even if this requirement not mentioned in the advertisement. However, applicants who have never worked in IHG hotels may not easily understand what the standard is and whether they are fit for “IHG True Hospitality”. Basically, both P9 and P10 felt the advertisement is ambiguous in this respect.

P2: Real passion is ambiguous as it is difficult to evaluate the level of real passion, which can only be assessed by interviewers.

P6: Real passion is ambiguous as it is a subjective concept

Participants interpreted the repeated mentions of “passion” as an ambiguous wording which may cause uncertainty for applicants. Both P2 and P6 did well to realise that the wording of “real passion” is ambiguous. Although this wording is not objective and passion is difficult to measure, the employer or the interviewer may have a set of standards to determine in the interviews whether applicants can achieve this. In this sense, P5, P6 and P9 believed that applicants who “have passion for hospitality” may be more easily successful in an interview. In order to get an interview, applicants may emphasise their passion for hospitality in their applications no matter whether they have the passion or not. Therefore, P5 and P6 said they would emphasise they “have passion for hospitality” if they applied for this position.

P5: “Excellent attention to detail” is ambiguous as it is difficult to be proved.

P8: “Excellent attention to detail” is also an ambiguous expression.

P9: “Excellent” in “Excellent attention to detail” is also difficult to be evaluated.

P10: “Excellent attention to detail” is ambiguous as it can only be assessed within the interview.

These four participants noted that “excellent attention to detail” is ambiguous since it is difficult to prove within the application and is more likely to be examined in the interview. Applicants may not clearly know how to write or emphasise in their applications referring to meeting this requirement.

Some participants also felt confused when they read the requirements relate to the specific areas, such as “other European languages” in AD1 and “all necessary activities” in AD3.

P2: “Other European language” is ambiguous, it would be better to write a specific language.

P2 reckoned that “other European languages” is an ambiguous requirement which may confuse applicants in regard to exactly which language the employer requires. For example, if the employer mainly targets applicants who can speak Italian or French, it may be better to show this requirement clearly in the advertisement. By writing more specifically, the employer can be more easily recruit the most suitable applicant for this position. Applicants can also be clearer about whether they meet the language requirement or not.

P2: “All necessary housekeeping activities” is ambiguous – it would be better to list specific standards and contents for those who have no previous experience in this position.

Likewise, P2 found the wording “all necessary housekeeping activities” is ambiguous as the definition of “necessary” here is unclear. Applicants may also feel confused if they have no previous experience in this position. By reading the specific standards and contents listed in the advertisement, applicants would clearly know if they have a willingness to do those activities or have the ability to do those activities.

In brief, participants felt confused when they read unclear and ambiguous wording. They may know the meaning of these ambiguous forms of wording if they are “those in the know” – in other words, if they have lived and worked in this country for a while. Otherwise, they can hardly perceive these forms of wording in the same way employers or HR professionals do.

5.3.2 Theme Two: Chinese bosses vs New Zealand employers

New Zealand employers/HR departments make an effort to put themselves in the applicant's shoes. The advertisements are obviously written by young people for young people. Most participants commented on the wording of AD2 as approachable, friendly, amiable, lively and easy to read.

P1: The wording of this advertisement looks more approachable.

P1 held the idea that the employer is trying to show applicants a feeling of being acknowledged by using words that are less likely to create a sense of distance between the employer and applicants. Applicants may feel more confident in applying for this position when the advertisement looks more approachable. It seems easier for applicants to be successful if they apply for this position. In other words, applicants may have more desire to apply.

P2: The advertisement is very clear and friendly.

P8: The wording of this advertisement is friendly which might give the applicants the impression that it would be easier to apply for this position.

P3: The wording of this advertisement is more amiable, such as bubbly superstar, superstar.

P2 and P8 felt the advertisement to be friendly because it gives applicants the impression that applying for this position brings applicants an opportunity to be selected for an interview. It may also make applicants feel more welcome to work in this hotel. P3 felt the same, as amiable is another expression for friendly. For P3, the word "superstar" reflects a sense of humour from the employer/HR department. Applicants may have a feeling that it would be awesome to work in this hotel.

P4: The wording of this advertisement is easier to read.

An opinion from P4 is that this advertisement seems more readable when applicants look at those colloquial words and expressions. It is clear that this was written by younger HR professionals, who have an understanding of what wording to use to attract younger people to apply for this position.

P5: The wording is lively that the applicants may feel happier when reading the advertisement.

P5 also noticed this advertisement was obviously written by younger HR professionals who are of a similar age group to the applicants they are trying to attract. Applicants who are not of a similar age group as young HR people might not understand the intent of using such wording.

In brief, New Zealand employers or HR professionals try to use more friendly wording to attract younger applicants to apply for the positions.

5.3.3 Theme Three: Taking pride in your work

Taking pride in your work does not resonate with some of the Chinese participants. When they perceived this requirement, they felt it to be meaningless. From their perspectives, it is unnecessary to write this requirement in a job advertisement.

P7: “Pride in your work” sounds good but it is meaningless.

New Zealand employers may be more concerned if applicants are happy with working in their companies, so they write “pride in your work” to imply that this is a position which applicants can be satisfied with. P7 considered it to be a “slogan” which sounds loud but actually makes no sense. In the Chinese cultural context, where personal satisfaction in their job is not encouraged and it is not important what employees feel, it is a requirement or wording that is very uncommon in Chinese advertisements. Applicants can find out if this position is worthy of taking pride in after they work in the hotel. With regard to the position of room attendant, it may not be a position that one can take pride in for most Chinese, especially for those who have obtained their postgraduate or master’s degree in the hospitality industry.

P9: It is not meaningful for applying for this position with the expression of “pride in your work”.

P9 was probably wondering how to write an application which ensures that he or she shows meets this requirement. For other requirements, even though participants found some wording ambiguous, they might be able to identify some points to write about or emphasise on their applications. P9 held the idea that writing something related to “pride in your work” may not help applicants succeed in their applications. When HR professionals read the description of how applicants took pride in their previous job, HR professionals may wonder why applicants are looking for a new position rather than

continuing in the previous one. In this case, applicants may easily skip this requirement and only perceive it as a belief that complies with the company vision.

In brief, it was difficult for the requirement of “pride in your work” to attract some of the Chinese participants’ attention. It may be more understandable if listed in the company introduction followed by “it’s more about people” or “you’re contributing to making someone’s day”.

5.4 Summary of chapter

In this chapter, I have presented participants’ responses to the three job advertisements. I have looked at their responses to what type of applicants the employers are looking for and what points they would emphasise in their applications. I have also identified the three themes which are ambiguity, Chinese bosses as opposed to New Zealand employers, and taking pride in your work. The next chapter will conclude this study by reviewing the research question and the methodology, looking back at the previous studies and identifying the relevance to current study. The three most salient findings, limitations of the study as well as suggestions for future research will also be reviewed.

Chapter 6 Conclusion

6.1 Introduction

In this chapter, I will first review the research questions and methodology before turning to revisit the literature review. I will then identify some salient findings as well as the limitations of the study. After giving some suggestions for future research, I will then identify implications for intercultural advice to job applicants, followed by a general conclusion.

6.2 Reviewing the research questions and the methodology

This study was designed and conducted to answer two questions: firstly, how are New Zealand job advertisements perceived by graduate students from Mainland China? And secondly, are there any potential areas for intercultural (mis)understanding? Indicative questions were designed in regard to selected job advertisements to elicit opinions from participants about what sort of job applicant they think the employers are looking for and what type of skills are the most important to meet the employers' expectations. Also, participants were asked about what they would emphasise in their applications if they applied for these positions and whether they find the job advertisements clear, confusing or ambiguous.

This study employed a qualitative approach consisting of interviews with participants, CDA of the job advertisements and intercultural discourse analysis. This involved conducting a semi-structured interview with 10 participants to explore how they 'receive' and 'perceive' the criteria the employer in selected job advertisements wants potential applicants to meet. A comparative analysis included CDA and intercultural discourse analysis of the three New Zealand and three Mandarin Chinese job advertisements. This aspect of the study was used to explore if there are any potential areas for intercultural (mis)understanding.

6.3 Previous studies and relevance to current study

6.3.1 Genre

The literature on genre suggests that job advertisements may be seen as a text type or genre that is both informative and persuasive (Nida, 1964; Reiss, 2000). People from different countries have different approaches to writing advertisements. In Chinese advertisements, most HR professionals follow the template with “任职要求 (job

requirement)”, “岗位职责 (job description)” and “公司信息 (introduction of the company)”. They sometimes put the requirements in terms of education, previous experience and language together as part of the same section. New Zealand advertisements look more flexible in this regard. Therefore, although belonging to the same genre, Chinese advertisements look quite different compared to how New Zealand advertisements are written. My participants may not know job advertisement is a kind of genre which is used to achieve a set of communicative aims (Swales, 1990). However, they were able to identify the requirements even though the three New Zealand advertisements are written in a different way to Chinese advertisements. When my participants were asked “what sort of job applicant would best match the employer’s expectations”, they could easily make sense of what they were supposed to look for. This is aligned with Łacka-Badura’s (2014) research on the aim of identifying the importance of job advertisements as a genre: attracting the attention of the most suitable candidates and encouraging them to apply.

6.3.2 Culture

Previous studies (Hofstede, 1994; Scollon et al., 2011) suggested that culture distinguishes one group of people from another so that people share the same cultural background that may act in common. My participants were from Mainland China, studying towards a postgraduate degree in hospitality and tourism and had been in New Zealand for less than three years. My participants can be recognised as a particular group (Scollon et al., 2011, p. 138) because they are people from the same category and such people act in common. Based on certain shared similarities, they held similar opinions when they were asked what sort of job applicants the employers are looking for. Most participants felt that the wording of AD2 was approachable, friendly, amiable, lively and easy to read. However, this was also a diverse group in that participants demonstrated different ideas about the wording that they felt reflected “ambiguity”. For example, some participants expressed their confusion about words such as “proven”, “immaculate”, “sense of initiative” in AD1 while some others said wording like “IHG True Hospitality” and “real passion” in AD2 were ambiguous. Some also commented about “excellent attention to detail” in AD3 as confusing wording.

A study carried out by Hofstede et al. (2010) looked at the dimensions of cultures concerning power distance, individualism, masculinity, uncertainty avoidance, long term orientation and indulgence. Hofstede’s website (Hofstede, n.d.) allows users to compare their country to another country in terms of all these traits. Obviously, this website feature

presents a snapshot based on the 2010 study and may no longer be relevant, as countries around the world have been through significant changes, due to globalisation and exposure to other cultures. Power distance, indulgence and uncertainty avoidance appeared to be the most relevant to my study. I will explain below how my findings in the comparative analysis of the Chinese and New Zealand job advertisements are aligned with the power distance and indulgence dimensions but not aligned with the uncertainty avoidance dimension.

Power distance

According to Hofstede et al.'s (2010) power distance theory and Meyer's (2014) placement of cultures on the Leading scale, the power distance reflected in New Zealand advertisements is much lower than that in Chinese advertisements. Through the comparison between the three New Zealand advertisements and Chinese advertisements, I found less power distance expressed in AD2 and AD3 and conversely, more power distance expressed in CHAD1 and CHAD2. In this regard, China is largely hierarchical and New Zealand is more egalitarian.

Indulgence

Hofstede, Hofstede and Minkov (2010) also suggested that people from what he termed "high-indulgence" countries may tend to use wording more related to the feeling of happiness, freedom and leisure. In New Zealand advertisements, HR professionals are obviously trying to put themselves in the applicants' shoes by using words such as "exciting", "superstar", "fantastic", "incredible" and "awesome". In China, most employers are not concerned whether or not the applicants are happy with the job. They are just telling applicants what is required from their perspective, not from the applicants' perspective. This also speaks to the higher power distance in the Chinese hospitality setting. In my view, the words about the applicants' responsibilities reflect that performing job duties goes beyond individual gratification. This means that even though the Chinese young generation may be not keen to apply for jobs that they think are unappealing, it is a fact that most people will still apply for those jobs because of the fierce competition for employment. This is partly due to the fact that it is quite difficult for university graduates in China to obtain a job in their field of study.

Uncertainty avoidance

In the three New Zealand job advertisements, the employers are trying to ‘walk in the shoes’ of the potential applicants by outlining what they think the applicants would want to hear and feel attracted to. The Chinese advertisements just outline the requirements; they do not try to make the position sound attractive to applicants. This to me speaks to a higher uncertainty avoidance: Chinese advertisements are very precise in their descriptions, whereas the NZ advertisements are more ‘ambiguous’ according to my participants. The ambiguity reflected a lower uncertainty avoidance, which is contrary to what Hofstede (2011) research showed, namely that China has a lower uncertainty avoidance than New Zealand. The advertisements I looked at seemed to suggest the opposite.

High context versus low context cultures

The literature on high context (HC) versus low context (LC) was particularly relevant to the study in that it brought up the idea that people say things very explicitly and clearly in an LC culture while people in HC cultures leave things implicit. People in LC cultures tend to communicate with each other with words, sentences and grammar (Hall, 1976). Even though New Zealand is said to have an LC culture (Hofstede, 2011; Hofstede et al., 2010), the New Zealand advertisements I looked at for this study used a number of euphemisms or unclear terms, such as the word ‘passion’. Rather than saying that they expected applicants to show commitment and hard work, they wrote “show us your passion” and “a real passion for hospitality”. This shows that concepts such as LC and HC cultures are not always black and white. Sometimes an LC culture like that of English-speaking New Zealand employers can also feature ambiguous terms to hide concepts such as “hard work and commitment”. This is an area that deserves further research: perhaps future studies can do a comparative analysis of a large number of advertisements from a range of English-speaking countries, and ask the writers of advertisements about why they use particular ambiguous terms and euphemisms such as ‘passion’.

6.3.3 Pragmatics

According to previous studies (Morris, 1999; Newmark, 1988; Nida, 1964; Paltridge, 2012; Teng et al., 2018; Wodak, 2007; Yule, 1996) pragmatics is linked to both cultural expectations and the level of literacy of the listener or the reader. Pragmatic equivalence is sometimes difficult to achieve and pragmatic intents are also not easy for listeners to understand. My findings were aligned with previous studies (Morris, 1999; Newmark, 1988; Nida, 1964; Paltridge, 2012; Subtirelu, 2017; Teng et al., 2018; Wodak, 2007; Yule,

1996) in that 2 out of 10 participants found the requirement of “pride in your work” mentioned in New Zealand advertisements did not resonate with them. In the Chinese cultural context, employees’ personal satisfaction in their job is not encouraged and it is not important what employees feel. In other words, this requirement and this wording are not commonly seen in Chinese advertisements.

6.3.4 Critical discourse analysis

The literature on CDA suggests that it is a channel or tool to identify various issues about ideology, culture, gender and identity and reveal the relationships between them (Fairclough, 1989; Machin & Mayr, 2012; Paltridge, 2012; Rogers, 2010; Stubbe et al., 2003). This appeared to be very relevant to the study as participants from a Chinese discourse system seemed to have a different understanding of what qualities of potential employees employers value.

6.3.5 Intercultural discourse analysis

Hale’s (2014) conception of pragmalinguistic failure and sociopragmatic failure is reflected in intercultural communication between people from diverse cultures (Gudykunst, 2003). For example, when participants read the word “strong” in AD1, some found it ambiguous because the level of “strength” is difficult to assess. Another participant considered the repetition of the adjective “strong” as a signal that HR professionals may be very strict in screening the applications. My findings were aligned with previous studies (Gudykunst, 2003; Hale, 2014; Schriefer, 2016) in that intercultural discourse seemed to affect the way my Chinese participants looked at some specific wording used in the three New Zealand job advertisements.

6.3.6 Reception studies

The literature on reception studies, including Higgin’s (1987) self-discrepancy theory, also appeared to be relevant to the study. My findings were aligned with previous studies (Culler, 1981; Eagleton, 1983; Higgins, 1987; Nolan & Harold, 2010; Staiger, 2005) in that it was obvious that the self-discrepancy level affected how participants reacted when they read and perceived the three New Zealand advertisements. They compared themselves to the requirements in terms of their actual and ideal self (Nolan & Harold, 2010) by asking what they would emphasise in their applications if they were to apply for the job. They would emphasise the qualities that employers are looking for and which they perceived in the advertisements, in order to increase the likelihood of success.

6.4 Overview of findings and discussion

In this section, I will briefly review my CDA of the three New Zealand job advertisements and three Chinese job advertisements and my intercultural comparative analysis of the New Zealand and Chinese job advertisements. I will also review participants' responses to the three New Zealand job advertisements and the three themes.

6.4.1 Critical discourse analysis of three New Zealand job advertisements and three comparable Chinese job advertisements

The study used the tools of lexicalisation, modality and mood to undertake an analysis of three New Zealand job advertisements and three Chinese job advertisements. For both New Zealand advertisements and Chinese advertisements, the declarative (Crezee, Teng et al., 2017; Teng et al., 2018) mood is mostly used to inform applicants of what the employer or HR professionals are looking for. Some of the lexical words and modal words obviously reflected what was required from applicants wishing to apply for the jobs. I will revisit these words advertisement by advertisement, starting with the New Zealand advertisements.

New Zealand advertisements

In AD1, lexical words “immaculate”, “proven”, “vibrant”, “strong” and “only” and modal verbs “should”, “must” as well as the requirements of “fluent in English” and “wine and food knowledge” were discussed. These forms of wording used in the corresponding requirements indicated high demands on applicants.

AD2 uses words “passion” and “superstar” as well as the adjectives “dynamic”, “confident” and “ambitious”. These words are more friendly and motivating, which reflected the more friendly working environment that applicants can expect.

With regard to AD3, the advertisement repeats some lexical words, “team” and “ensure” and the wording of “Pride in your work”. These forms of wording are apparently difficult for Chinese applicants to resonate with.

Chinese advertisements

In CHAD1, it is obvious that the advertisement uses more degree adverbs “一定的 (a level of)”, “主动 (proactively)”, “热情 (enthusiastically)” and “认真 (earnestly)” to emphasise the importance of being enthusiastic and passionate if applicants want to apply for this position.

From the wording of CHAD2, it is not difficult to find that “服务观念强 (a strong sense of customer service)” “耐心周到，善于待人 (be patient, be thoughtful and be friendly)” and respond quickly when “善于处理客人的问题 (dealing with guests’ issues)” are the top-priority qualities the employer values.

CHAD3 is a very typical Chinese advertisement for a room attendant because it only mentions what applicants need to do with the use of six “负责 (be responsible for)” while not much is required from the employer. The requirement is clear to those ‘in the know’ but not immediately apparent to outsiders.

6.4.2 Intercultural comparative analysis

The intercultural comparative analysis included some similar wording with different meanings and similar qualities required from different wording, as well as considering how this is aligned with Hofstede’s analysis.

When comparing the three New Zealand job advertisements to the Chinese advertisements to see what wording was different or similar, it became obvious that people from different cultural backgrounds had different perceptions of similar wording.

The comparison of similar qualities required from different wording between the three New Zealand and Chinese job advertisements revealed that Chinese applicants may misunderstand the covert meaning of New Zealand advertisements, and vice versa. Some of the requirements were expressed in a similar way in both New Zealand advertisements and Chinese advertisements; however the qualities were reflected through different wording. Seven out of 10 participants understood what employers expected in their particular cultural context. Two participants respectively found AD1 and AD3 clear while three participants felt the duties and workplace set out in AD2 were clear.

Final comments on intercultural comparative analysis

The findings of my small study appear to contradict the finding of Hofstede et al. (2010) that New Zealand scores higher on uncertainty avoidance than China. The findings of my small study analysing three Chinese advertisements and three New Zealand advertisements do not seem to align with Hofstede’s perspectives, as the New Zealand advertisements are more vague about describing duties and responsibilities. Certainly, both China and New Zealand have changed a lot over the past decade and my participants are young people who chose to come to New Zealand to study. This means they are not

averse to taking risks, which means this small group in itself might score lower on uncertainty avoidance. However, my participants often commented that they found the wording of the New Zealand advertisements very ambiguous. Although they did not explicitly say that they would have liked the New Zealand advertisements to more clearly describe the duties, it is interesting to see that 7 of my 10 participants commented on the ambiguity.

It is not clear how Hofstede et al. (2010) came to their findings; however, it is important to note that all samples (groups of participants) might respond differently to uncertainty avoidance, power distance and so on, depending on their exposure to other cultures, age, upbringing and so on. My participants had been living in New Zealand for the purpose of postgraduate studies, and had taken the big step of choosing to study abroad, which means they were risk takers to some extent and less averse to uncertainty.

6.4.3 Participants' responses to the three New Zealand job advertisements

With regard to AD1, participants took different views on the requirements of “wine and food knowledge” and most of them would emphasise their work experience in New Zealand. They also commented about the requirement of computer skills, strong sense of initiative, limited opportunity and “only successful applicants will be contacted”.

As regards AD2, participants had different understandings of the phrase “be able to demonstrate IHG True Hospitality”, “have passion for hospitality” and the requirement of language ability.

With regard to AD3, some responses to the requirement relating to “hard-working” and “excellent attention to details” differed from participant to participant. The question “how much notice are you required to give your current employer” was commented on as being ambiguous. The forms of wording “it’s all about making people happy” and “young and growing company” were also commented on as an expectation from the employers.

6.4.4 Three themes

By reviewing and defining themes in the interview participants' responses, three main themes were identified: ambiguity, Chinese bosses as opposed to New Zealand employers, and taking pride in your work.

Ambiguity

My findings showed that my Chinese participants often found some of the terms used in the New Zealand advertisements quite ambiguous. They did not quite know what to make of those terms: the terms did not resonate with them. This increased their feelings of uncertainty as to what was expected of them and may have impacted their willingness to apply for the jobs advertised.

Many participants felt confused or ambivalent about some forms of wording such as “proven”, “immaculate”, “sense of initiative” in AD1, “IHG True Hospitality”, “real passion” in AD2 and “excellent attention to detail” in AD3. They reckoned these forms of wording can only be recognised by those “in the know”, which means when they have lived and worked in New Zealand for a while, they may have a better understanding of the intended meaning of such phrases.

Chinese bosses vs New Zealand employers

Most participants agreed that the wording of AD2 was approachable, friendly, amiable, lively and easy to read. From their perspective, the three New Zealand job advertisements, especially AD2, are obviously written by young HR professionals. Judging from the three New Zealand advertisements, New Zealand employers or HR professionals try to use more friendly wording to attract younger applicants to apply for the positions.

Taking pride in your work

From some participants’ points of view, “pride in your work” sounds like an unnecessary requirement as it does not resonate with them. For employees in the Chinese cultural context, personal satisfaction in their job is not encouraged and it is not important what employees feel. It is not a requirement or wording commonly seen in Chinese job advertisements. This probably reflects a society which is more hierarchical, with greater power distance and less emphasis on leisure and enjoyment.

6.5 Limitations of the study

Participants were studying towards a postgraduate qualification in international hospitality management at AUT. Although I initially wanted to include postgraduate hospitality students from the University of Auckland and Unitec Institute of Technology, I was told by the campus ambassadors from those institutions that they did not have eligible postgraduate students for my interviews. In this case, the 10 participants’ opinions only represented a small group of Chinese postgraduate students from AUT.

The three New Zealand advertisements I selected as my data were all for entry-level positions, namely wait staff, food and beverage attendant and room attendant. As the online information on the Master of International Hospitality Management programme at AUT (n.d.c) suggested, the career opportunities also involve senior-level positions. However, it is likely that New Zealand employers would expect applicants for senior-level positions to have considerable experience at that level, preferably in New Zealand. Therefore, it is more likely that graduates from the master's programme might have to apply for entry-level positions and then work their way up. The same would apply for New Zealand-born graduates without previous senior-level experience.

Participants who have previous experience in the hospitality industry might not apply for the entry-level positions advertised in the advertisements I examined. Therefore, when my participants read the chosen advertisements, they might have felt a lack of interest and this might be a limitation. However, I did not ask participants about this, and they all did appear genuinely interested in participating.

This study was designed and conducted with a qualitative approach and used semi-structured interviews based on a set of indicative questions to explore participants' opinions and ideas. Some of my interviewees were more reflective and critical than others. Some interviewees were a bit rushed and did not provide very deep responses. When participants had less to say, this meant that I, as a novice interviewer, was unable to discuss certain expressions extracted from the job advertisements which were frequently mentioned by participants in the previous interviews. As a result, I could not probe further to find out whether the more reticent participants had any understandings of those expressions, such as the wording of "a real passion" or "pride in your work". My limited experience in gathering thoughts and ideas through interviews may have had a slight impact as well.

6.6 Suggestions for future research

The findings from the current study apply to a small group of postgraduate students from Mainland China who are studying towards their master's degree in the hospitality industry and who have been in New Zealand for less than three years. The current study showed that these Chinese students have their understanding of the three New Zealand advertisements. They are also able to identify some intercultural differences based on their experience in living, studying and even working in New Zealand. This has raised an

area for future research which would involve expanding the sample to a large group to look at how students read and perceive Chinese advertisements as well.

According to some of the comments from the participants, Chinese students are not good at wine knowledge. Although younger generations may be increasingly affected by the western lifestyle, they may not possess in-depth knowledge in this area. It would be beneficial to all postgraduate students in the hospitality industry if they are offered the opportunity to strengthen wine knowledge.

Judging by the fact that 7 out of 10 of my interviewees found the wording of some of the New Zealand advertisements ambiguous, I would suggest that it might be a good idea if the AUT Employability Lab held some workshops specifically aimed at international students graduating from postgraduate courses and applying for jobs. This could be part of a workshop also involving the creation of CVs and the writing of job applications. Such workshops would really add value to the postgraduate offerings and to international students. If these students were “on the same page” as the employers and understood the underlying, hidden meaning in job advertisements, they would definitely find it easier to succeed in an interview.

I would like to finish my thesis with the words of one of my participants:

Most of the requirements of this advertisement are demanding. People who work as a room attendant may not have high qualification. Otherwise they will apply for other positions. “You’re contributing to making someone’s day” implies that the successful applicants may not be able to get an equal return. (P8)

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Appendices

Appendix A1: Initial Ethics Approval

29 August 2019

Ineke Crezee

Faculty of Culture and Society

Dear Ineke

Ethics Application: 19/316 How are New Zealand job advertisements perceived by graduate students from Mainland China: A critical reflection

Thank you for submitting your application for ethical review. I am pleased to advise that a subcommittee of the Auckland University of Technology Ethics Committee (AUTEC) approved your ethics application, subject to the following conditions:

1. Provision of the translations of the advertisement, information sheet and consent form;
2. Amendment of the Interview Protocol so that persons who respond to the advertisement receive the Information Sheet and a copy of the Consent form that will be signed before the interview begins;
3. The wording in the Information Sheet in the section 'what will happen' could be clearer around. We note that the wording regarding interviews could be interpreted as involving group interviews.

Please provide me with a response to the points raised in these conditions, indicating either how you have satisfied these points or proposing an alternative approach.

AUTEC also requires copies of any altered documents, such as Information Sheets, surveys etc. You are not required to resubmit the application form again. Any changes to responses in the form required by the committee in their conditions may be included in a supporting memorandum.

Please note that the Committee is always willing to discuss with applicants the points that have been made. There may be information that has not been made available to the Committee, or aspects of the research may not have been fully understood.

Once your response is received and confirmed as satisfying the Committee's points, you will be notified of the full approval of your ethics application. Full approval is not effective until all the conditions have been met. Data collection may not commence

until full approval has been confirmed. If these conditions are not met within six months, your application may be closed and a new application will be required if you wish to continue with this research.

To enable us to provide you with efficient service, we ask that you use the application number and study title in all correspondence with us. If you have any enquiries about this application, or anything else, please do contact us at ethics@aut.ac.nz.

I look forward to hearing from you,

Yours sincerely

A handwritten signature in black ink, appearing to read 'K O'Connor', written in a cursive style.

Kate O'Connor

Executive Manager

Auckland University of Technology Ethics Committee

Cc: sweetlulu01@gmail.com

Appendix A2: Letter of Response

Dear Erin and other members of AUTECH

Thank you so much for your time and consideration of Ethics Application 19/316.

I have attached my response and the various documents requested in AUTECH's response.

Lu Cai is still working on the contact number, and will add the AUTECH approval data and number to all of the attached once these are available.

Lu is happy to address further concerns if required.

Many thanks

Ineke

Ineke Crezee

Associate Professor

Faculty of Culture and Society

Auckland University of Technology

<https://www.aut.ac.nz/profiles?id=icreeze&asset=267662>

Appendix B: Final Ethics Approval

17 September 2019

Ineke Crezee

Faculty of Culture and Society

Dear Ineke

Re Ethics Application: **19/316 How are New Zealand job advertisements
perceived by graduate students from Mainland China: A
critical reflection**

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC).

Your ethics application has been approved for three years until 16 September 2022.

Standard Conditions of Approval

1. The research is to be undertaken in accordance with the [Auckland University of Technology Code of Conduct for Research](#) and as approved by AUTEC in this application.
2. A progress report is due annually on the anniversary of the approval date, using the EA2 form.
3. A final report is due at the expiration of the approval period, or, upon completion of project, using the EA3 form.
4. Any amendments to the project must be approved by AUTEC prior to being implemented. Amendments can be requested using the EA2 form.
5. Any serious or unexpected adverse events must be reported to AUTEC Secretariat as a matter of priority.
6. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the AUTEC Secretariat as a matter of priority.
7. It is your responsibility to ensure that the spelling and grammar of documents being provided to participants or external organisations is of a high standard.

AUTEC grants ethical approval only. You are responsible for obtaining management approval for access for your research from any institution or organisation at which your research is being conducted. When the research is undertaken outside New Zealand, you

need to meet all ethical, legal, and locality obligations or requirements for those jurisdictions.

Please quote the application number and title on all future correspondence related to this project.

For any enquiries please contact ethics@aut.ac.nz. The forms mentioned above are available online through <http://www.aut.ac.nz/research/researchethics>

Yours sincerely,

A handwritten signature in black ink, appearing to read 'K O'Connor', written in a cursive style.

Kate O'Connor

Executive Manager

Auckland University of Technology Ethics Committee

Cc: sweetlulu01@gmail.com

Appendix C: Ethics Amendment Approval

15 October 2019

Ineke Crezee

Faculty of Culture and Society

Dear Ineke

Re: Ethics Application: **19/316 How are New Zealand job advertisements
perceived by graduate students from Mainland China: A
critical reflection**

Thank you for your request for approval of amendments to your ethics application.

I have approved minor amendments to your ethics application allowing changes to the recruitment protocol (advertisement posted on blackboard, at the Employability centre, AUT Edge/Beyond AUT) and a change to the inclusion criteria ('delete 'in your last year of study').

I remind you of the **Standard Conditions of Approval**.

1. The research is to be undertaken in accordance with the [Auckland University of Technology Code of Conduct for Research](#) and as approved by AUTECH in this application.
2. A progress report is due annually on the anniversary of the approval date, using the EA2 form.
3. A final report is due at the expiration of the approval period, or, upon completion of project, using the EA3 form.
4. Any amendments to the project must be approved by AUTECH prior to being implemented. Amendments can be requested using the EA2 form.
5. Any serious or unexpected adverse events must be reported to AUTECH Secretariat as a matter of priority.
6. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the AUTECH Secretariat as a matter of priority.
7. It is your responsibility to ensure that the spelling and grammar of documents being provided to participants or external organisations is of a high standard.

AUTECH grants ethical approval only. You are responsible for obtaining management approval for access for your research from any institution or organisation at which your research is being conducted. When the research is undertaken outside New Zealand, you need to meet all ethical, legal, and locality obligations or requirements for those jurisdictions.

Please quote the application number and title on all future correspondence related to this project.

For any enquiries please contact ethics@aut.ac.nz. The forms mentioned above are available online through <http://www.aut.ac.nz/research/researchethics>

Yours sincerely,

A handwritten signature in black ink, appearing to read 'K O'Connor', written in a cursive style.

Kate O'Connor

Executive Manager

Auckland University of Technology Ethics Committee

Cc: sweetylulu01@gmail.com

Appendix D: Interview Protocol and Indicative Questions

Project title: *How are New Zealand job advertisements perceived by graduate students from Mainland China: A critical reflection*

Project Supervisor: *Associate Professor Ineke Crezee*

Researcher: *Lu Cai*

Interview protocol

Student contacts the interviewer by email. Interviewer suggests a time/date and venue (study room in the library) and sends the potential interviewee both the participant information sheet and the Consent form they will be signing with her email response. Interviewer explains in email that she will briefly go through the information sheet and the consent form before the interview and that she will ask the interviewee to sign the consent form before the interview starts.

Interviewer books the study room for that time/date

Interviewer meets participant at door of study room

Interviewer invites participant to sit down.

Interviewer gives participant Information Sheet in English or Chinese (depending on participant preference)

Interviewer goes through the Consent Form. Interviewee signs it.

Interviewer explains aim of study and asks the participant if he or she has any objection to the interview being recorded. Explains that only she and her supervisor will have access to the recording and that the recording will be deleted once the study has been completed. The researcher now asks if there are any questions. Then explains that she will show the participant three New Zealand job advertisements and ask them to read each one, before answering six questions. Interviewer now shows participant the first of three New Zealand job advertisements.

After the participant has answered questions about the first job ad, the interviewer offers to go through and explain her understanding of the job ad. If participant is happy

for her to do this, they go through the first job add together. If not, interviewer shows participant second job ad and the same process is repeated. Same then happens for the third job ad.

At the end of the interview, the researcher thanks the participant for their time and effort, and offers them the koha (a Countdown voucher).

Indicative questions

- What sort of job applicant/candidate do you think this employer is looking for?
- If you applied for this job, in what ways might you meet the needs of the employer?
- What sort of job applicant/candidate would best match the employer's expectations?
- What type of skills are the most important to meet these expectations?
- What would you emphasise in your applications and why?
- In what ways do you find the job advertisement clear, confusing or ambiguous?

Approved by the Auckland University of Technology Ethics Committee on 17/09/2019

AUTEC Reference number 19/316

Appendix E1: New Zealand Job Advertisement 1

Wait Staff

Hotel DeBrett has an exciting opportunity for the right candidate to join our restaurant, DeBretts Kitchen, in the heart of Auckland City. Situated in the centre of Auckland's re-emerging inner city entertainment precinct. It lies at the nexus of restaurants, bars and cafes spanning the wider Shortland/High Street quarter.

Comprising a 50-seat restaurant, two bars, multiple function spaces and 25 suites and rooms, Hotel DeBrett is becoming one of Auckland's premier restaurant and bar destinations. Nestled in the heart of the hotel lies DeBretts Kitchen, which continues to build a formidable reputation in the Auckland dining scene.

A limited opportunity exists for an experienced professional to join our team. The person we seek will have;

- Demonstrated experience in a Food & Beverage or Customer Service role with minimum 1 year experience
- Immaculate presentation
- Fluent in English and spoken fluency in other European languages will be an advantage
- Strong communication skills - verbal and written.
- Vibrant personality with a strong sense of initiative.
- Strong wine and food knowledge with a proven ability to exceed customer expectations.
- Strong computer administration skills
- Ability to work in a team and do shift work
- Tertiary level qualification, ideally a degree in tourism and hospitality

If this is you, apply now with a current CV and cover letter.

Applicants for this position should have NZ residency or a valid NZ work permit.

PLEASE NOTE: Only successful applicants will be contacted.

The application form will include these questions:

Which of the following statements best describes your right to work in New Zealand?

Right to live and work

You must have the right to live and work in this location to apply for this job.

Appendix E2: New Zealand Job Advertisement 2

Food & Beverage Attendant | Crowne Plaza Auckland

About us

At Crowne Plaza® Hotels & Resorts our goal is to make business travel work. That's where you come in. When you're part of the Crowne Plaza Hotels & Resorts brand you're more than just a job title.

At Crowne Plaza we look for people who are dynamic, confident and ambitious; people who excel in their role and help our guests succeed too.

Crowne Plaza Auckland is looking for a Food & Beverage Attendant who will be working in both our Aria Restaurant & Bar as well as our Banquets department.

Your day to day

Located right in the heart of the city, show us your passion to want to grow in hotels or hospitality!

Serving guests during breakfast, lunch and dinner shifts in our restaurant

Preparing for service for our banquets functions

Service of food to the functions

Be the bubbly superstar that can interact with clients and guests

Liaising with our Conference & Events team to ensure our clients/guests vision comes to life

Our 2019 is looking fantastic and we are looking for a superstar that can be the face of our F&B team.

What we need from you

Ideally, you'll have a real passion for hospitality and possess the ability to interact well with guests.

Bachelor's Degree and/or Diploma in Hospitality/Hotel Management would be beneficial

Previous experience in a similar customer service position

Ability to interact well with guests and colleagues

Be able to demonstrate IHG True Hospitality on a day-to-day basis

Someone who can work a morning shift or during the day to best interact with our guests and clients

What we offer

Well, where do we start?!

An opportunity to kick start your career adventure with a company that can take your career around the world

Working alongside incredible people

Free meals whilst on duty

Discounted parking in the heart of the city

A uniform provided and cleaned for you

Plus so much more!

Want to see some of our career adventures we have been a part of? Follow us on Instagram...

@ihg_nz_careers

We will only consider candidates who are eligible to prove their valid working rights to live and work in New Zealand

Appendix E3: New Zealand Job Advertisement 3

Room Attendant

We have part-time opportunities available for enthusiastic, professional and passionate Room Attendants to join our busy and hardworking team.

This role includes ensuring our high standards of cleanliness are kept up throughout our hotel.

Key duties include:

Perform all necessary housekeeping activities to ensure guest rooms are serviced

Ensure guest comfort at all times

Respond to guest requests politely and efficiently

Assist the hotel in monitoring stocks and maintaining productivity

Working in a safe and efficient manner at all times

Contribute to making the Hotel a great place to work

To be successful in this role, you will have:

Previous experience working in a housekeeping team or similar (preferable)

Flexibility to work a variety of shifts, including weekends and public holidays

Ability to work as part of a team and follow direction

Excellent attention to detail

High standards of presentation both for yourself and your work

Ability to work on your own as well as part of a team

Strong communication skills

Pride in your work

Who we are:

CPG Hotels is a young, growing company

Four years ago, when we were first established, we had 5 properties, we now have 10 – and more to come in the near future!

We love what we do

It doesn't matter what job you do here at CPG Hotels, every time you come into work you're contributing to making someone's day that little bit better. Our business is all about people. It's about making people happy – and that is awesome!

Sound like a good fit? We'd love to talk to you!

The application form will include these questions:

Which of the following statements best describes your right to work in New Zealand?

Are you available to work on a rotating roster?

How much notice are you required to give your current employer?

Are you available to work public holidays?

What's your expected hourly rate?

Appendix F1: Chinese Job Advertisement 1

餐饮服务员

2-3 千/月

武汉洲际酒店 [查看所有职位](#)



职位信息

岗位职责

1. 熟知当天订餐情况，注意记录宾客的特别活动(如生日庆祝会)，应及时向主管汇报。
2. 替宾客存取保管衣物，并询问有无贵重物品，贵重物品提醒宾客自行保管。
3. 迎接宾客，引导宾客到预订台位或宾客满意的台位。
4. 客满时，负责安排好后到的宾客，使宾客乐于等位。
5. 随时注意听取宾客的意见，及时向上级反映。
6. 随时注意在接待工作中的各种问题，及时向上级反映和协助处理。
7. 掌握和运用礼貌语言，负责接听电话，宾客电话订餐应问清楚基本信息。
8. 向客人介绍餐厅各式菜点、各种饮品和特式菜点，吸引宾客来餐厅就餐。

岗位要求

1. 中专毕业或具有同等学历，经过餐饮服务培训，有一定的日常外语会话能力。
2. 有熟练的服务技能技巧和一定的应变能力，能妥善处理服务中出现的一般性问题。
3. 掌握餐厅服务规程，了解餐厅各种菜肴的基本特点和简单的烹制方法。
4. 工作主动、热情、认真，责任心较强。
5. 身体健康，仪表端庄。

职能类别：餐饮服务员传菜员

关键字：酒店销售公关销售

[微信分享](#)

联系方式

上班地址：武汉市汉阳区武汉市汉阳区鹦鹉大道 619 号

[地图](#)

公司信息

洲际酒店集团（IHG）

全球酒店，旅游，服务业的领导

作为全球***的酒店管理公司，在全球将近 100 多个国家和地区拥有 5,600 多家酒店。其客

房数达到 842,000 多间客房。

洲际酒店集团于 1984 年进入中国市场，在亚太区经营了超过 180 家酒店，目前洲际集团进驻中国的酒店管理品牌有洲际酒店及度假村、皇冠假日酒店、假日酒店及度假村、快捷假日酒店等。洲际酒店及度假村的使命是让宾客尊享豪华国际旅行体验，当您成为洲际酒店及度假村品牌的一员，您将拥有尽炫自我的空间。如果您与 Ben 一样热衷潜水，并享受徒步旅行，您身上就具备我们看重的品质——也就是让您与众不同的那些个人天赋、爱好与梦想。洲际酒店及度假村正在寻找 Ben 这样的人才：富有魅力，睿智自信，有着国际化的眼界和思维方式，知道如何超越客人的期望。加入武汉洲际的团队，我们为您提供成功的开始，参与的机会和成长的空间。

武汉洲际酒店总建筑面积约 21 万平方米，东临长江，是一座地下 1 层、地面 20 层的二维波浪形以酒店为主体功能的高层建筑群。酒店位于武汉市汉阳新区、中环线内临江地段，紧邻武汉国际博览中心，是武汉国博新城的重要组成部分。拥有 400 余间豪华客房，包含典雅的套房，享最小 55 平方米的超大空间，彰显贵族风范。客房均配有液晶电视、环绕立体声音响及高速无线网络等一系列***客房设施，每间客房均有独立阳台，还可俯瞰武汉全景及壮丽江景。1 至 4 层连通作为裙楼，两座 20 层主楼，在 19、20 层由椭圆球体星空会所相连，***点 99 米。同时，酒店还有灵活的 65 间功能厅，包括一个可容纳 4000 人的大宴会厅，满足各种会议和宴会的需要；还配有国际***品牌的健身运动设施。

非常感谢您关注武汉洲际酒店，我们秉承将合适的人安排在适合的岗位为原则，将认真阅读您的申请并慎重作出录用的决定。

公开招聘日：周一至周五

面试时间：9:00-11:00 13:00-17:00

面试地点：武汉市汉阳区晴川大道 666 号 武汉洲际酒店员工通道人力资源部办公室

乘车方式：地铁 6 号线国博中心北 C 出口

（应聘者请携带身份证原件、复印件以及一张一寸彩色照片。）

再次感谢您的应聘，祝您在求职的道路上一切顺利，也期待您未来的辉煌！谢谢！

欲了解更多公司信息，欢迎浏览本公司网站：<http://www.ihgjobs.cn/>

Food & Beverage Attendant

2k – 3k/ month

InterContinental Hotel Wuhan

Job Description:

1. Familiarize yourself with the ordering of the day, pay attention to recording special events of guests (such as birthday celebrations), and report to the supervisor in a timely manner.
2. Store and store clothing for guests, and ask if they have any valuables. Remind them to keep them for themselves.
3. Welcome the guest and guide the guest to the reserved table or the table that the guest is satisfied with.
4. Responsible for arranging the guests who arrive later so that they are happy to wait.
5. Pay attention to the opinions of the guests at all times and report to the superiors in a timely manner.
6. Pay attention to various problems in the reception at any time, and promptly report to the superior and assist in handling.
7. Master and use polite language, be responsible for answering calls, and guests should ask for basic information when ordering food on the phone.
8. Introduce guests to the restaurant's various dishes, various drinks and special dishes to attract guests to the restaurant.

Requirements:

1. High school level qualification or with equivalent education. Demonstrated training in food & beverage service. Ability to speak foreign languages.
2. Proficient in service skills and contingency, be able to handle general problems in the service properly.

3. Strong familiarity with the restaurant service rules. Basic knowledge with food and simple cooking methods of various dishes in the restaurant.
4. Ability to work proactively, enthusiastically, and earnestly, with strong sense of responsibility.
5. Be in good health. Nice grooming and presentation.

Wechat Share

Contact details:

619 Parrot Avenue, Hanyang, Wuhan

Appendix F2: Chinese Job Advertisement 2

西餐厅服务员

3-4 千/月

广州花园酒店有限公司 [查看所有职位](#)



职位信息

任职资格

- 1、具有良好的思想品质和职业道德，服务观念强；
- 2、有相关工作经验优先；
- 3、善于处理客人的问题；
- 4、耐心周到，善于待人，有基础英语会话能力；
- 5、性格开朗，身体健康，心理素质强；
- 6、形象良好；

岗位职责

- 1、严格按照酒店的规章制度和部门的工作程序执行工作
- 2、完成部门交待的任务

职能类别：餐饮服务员

[微信分享](#)

联系方式

上班地址：环市东路 368 号

[地图](#)

公司信息

广州花园酒店有限公司（岭南集团成员企业）是中国首批三家之一、华南地区***一家酒店业***别的“白金五星级饭店”。酒店以一流的设施、优质的服务和独特的岭南文化氛围著称，是中外商旅下榻之首选。

广州花园酒店有限公司位于广州市环市东路繁华商业区之中心地带，交通网络四通八达，地理位置优越，毗邻市内各大观光购物和休闲娱乐热点，新开通的广州地铁 5 号线淘金站更是近在酒店门前，让宾客尽享舒适和便利。

酒店装饰富丽堂皇，拥有 828 间客、套房以及 800 多间公寓和写字楼，设备豪华，环境典雅舒适。多间各具特色的中西餐厅及酒吧，荟萃中、法、日等环球风味美食，配合细致殷勤的

专业服务，必能令每位宾客称心如意。现代华丽的国际会议中心和 10 间多功能宴会厅，配套设施一应俱全，为不同需要的宾客提供高水准的多元化服务，是宴请宾客，举办会议的理想场所。

专为行政楼层客人而设的行政酒廊，格调高雅，服务配套完善，是享受休闲时光，鸟瞰城市美景的尊贵之所。位于酒店四楼的空中花园，环境优美，配备设施完善的健康中心和国际知名的悦椿 spa，让宾客彻底放松身心，尽享休闲愉悦。舒展过后，还可漫步于酒店后花园，欣赏瀑布美景，品味惬意人生。

此外，酒店还设有停车场、商务中心、购物商场、银行、邮局和票务中心等其它多项设施，为来自世界各地的宾客提供宾至如归的尊贵服务。

每周二、周四是我们的公开招聘日，赶紧带上您的身份证和小一寸照片前来面试吧~

Wait Staff

3k – 4k/ month

Garden Hotel Guangzhou

Requirements:

1. Excellent moral qualities and professional ethics. Strong sense of service.
2. Relevant experience is preferable.
3. Ability to deal with guests' issues.
4. Be patient and thoughtful. Be friendly. Have basic English conversation skills.
5. Good personality, be in good health and strong psychological quality.
6. Nice grooming and presentation.

Appendix F3: Chinese Job Advertisement 3

客房服务员

4.5-6 千/月

素寓臻品酒店 [查看所有职位](#)



职位信息

岗位职责

1. 掌握所负责楼层的住客状况，提供对客服务。
2. 管理好楼层定额物品，严格控制客用品消耗，做好废品回收。
3. 负责对结帐房间的查房工作。
4. 负责查收宾客洗衣、酒水的送回和补充工作。
5. 负责楼层公共区域卫生的清洁工作和部分房间的清洁工作。
6. 负责杯具的清洁与消毒工作。
7. 负责脏布草的收集、更换与新布草的折叠、摆放工作。
8. 完成易耗品的每期盘点工作。

岗位要求

1. 初中以上学历。
2. 有 1 年以上客房工作经验
3. 身体健康，相貌端正。

职能类别：清洁服务人员

关键字：客房服务员酒店服务员服务员

[微信分享](#)

联系方式

上班地址：燕岭路 606 号天河客运站斜对面

[地图](#)

公司信息

广州素寓臻品酒店按四星级标准，隶属于广州素寓酒店管理有限公司精心管理。坐落于广州市天河区天河客运站最为繁华的商业中心和交通枢纽位置，酒店周边大学林立华南理工大学、华南农业大学、广东工业大学五山校区等，长湴社区、五山社区、元岗社区、龙洞社区

环绕四周，同时覆盖广东交通职业技术学院、广州芭蕾舞团，酒店配备慕斯床垫、是首家主打“人文情怀”品牌商务连锁酒店，出色的设计公司精心设计、雕琢。酒店集智能时尚、现代简约于一体等。酒店特有的青砖水泥木地板、原生态本质作为基调。吊篮沙发时尚复古。

Room Attendant

4.5k – 6k /month

So You Hotel

Job description:

1. Grasp the status of the residents on the floor in charge and provide customer service.
2. Manage the floor quota items, strictly control the consumption of passenger supplies, and do a good job of recycling waste.
3. Responsible for the inspection of the checkout room.
4. Responsible for checking guests' laundry, return of drinks and replenishment.
5. Responsible for sanitation cleaning of public areas on the floor and cleaning of some rooms.
6. Responsible for cleaning and disinfection of cups.
7. Responsible for collecting and replacing dirty linen and folding and placing new linen.
8. Complete the inventory of each consumable item.

Requirements:

1. Junior high school level qualification or above.
2. More than 1 year previous experience in room attendant service
3. Be in good health. Nice grooming and presentation.

Appendix G: Recruitment Advertisement

For Chinese postgraduate students in the hospitality industry.



Project title: How are New Zealand job advertisements perceived by graduate students from Mainland China: A critical reflection.

Project Supervisors: Associate Professor Ineke Crezee

Researcher: Lu Cai

I am a Chinese-speaking master student interested in New Zealand job advertisements and how these are perceived by international students from China. I would like to show you 2-3 job advertisements and ask you what criteria you think the employers are looking for. I will give you a gift (*koha*) for your time. Please contact me if you meet the following criteria and willing to be interviewed to share your experiences:

- obtained your bachelor degrees (not restrict to hospitality industry) in Mainland China,
- have been in New Zealand less than 3 years and in your last year of study,
- have the aspiration to find a job in NZ after graduating

Hope we can meet soon!

Researcher Contact Details:

Lu Cai, (on a specially designated temporary number that will divert to her mobile phone)

Project Supervisor Contact Details:

Associate Professor Ineke Crezee, icrezee@aut.ac.nz, Phone: 09 – 921 9999 ext [7851](#)

Approved by the Auckland University of Technology Ethics Committee on 17/09/2019

AUTEC Reference number 19/316

招聘广告

招聘对象：酒店管理行业中国研究生



项目标题： 中国研究生如何批判性地看待新西兰的招聘广告

项目指导： **Ineke Crezee 博士**

研究员： 蔡璐

我是一名母语为中文的硕士研究生，我对新西兰的招聘广告以及中国留学生如何看待这些招聘广告很感兴趣。您会收到 2-3 个招聘广告，并说说您认为雇主招聘的标准。作为答谢，您将收到一份礼物。如果您符合以下条件，并愿意接受面试与我分享您的经验，欢迎联系：

- 在中国大陆取得学士学位(不限于酒店行业)，
- 在新西兰学习不超过 3 年，并处于学习的最后一年
- 希望毕业后在新西兰找工作

期待与您的见面！

研究院联系方式：

蔡璐, vsg1329@autuni.ac.nz, 电话：可转接到手机的临时电话

项目指导联系方式：

Ineke Crezee 博士, icrezee@aut.ac.nz, Phone: 09 – 921 9999 ext 7851

奥克兰理工大学伦理委员会于 2019 年 09 月 17 日 批准参考号为 19/316 的申请

Appendix H: Participant Information Sheet

For Chinese postgraduate students in hospitality programmes asked to consent to participation in interviews.

Date Information Sheet Produced:

28 July 2019

Project Title

How are New Zealand job advertisements perceived by graduate students from Mainland China: A critical reflection.

An Invitation

I am a Chinese-speaking student completing my Master of Arts (Applied Language Studies) at Auckland University of Technology. I am interested in New Zealand job advertisements and how these are perceived by a small sample of graduating international hospitality students from Mainland China.

I would like to get your permission to participate in this research. Interviews involve me asking you to read three New Zealand job advertisements to see if you can identify what qualities the employers are looking for, and talking about your experiences on applying for jobs. I will take notes during the interview and record the process with a digital device, but you do not need to answer questions that you find too personal or that might be embarrassing for you.

What is the purpose of this research?

My aim is to provide insights as to any potential crosscultural (mis)understandings that may arise from students wishing to apply for work in New Zealand but not being able to identify the qualities employers here are looking for in job advertisements. This research will be used in the course of, and lead towards the completion of, my Master's degree. The findings of this research may be used for academic publications and presentations.

How was I identified and why am I being invited to participate in this research?

You may be reading this after seeing the advertisement posted on the Facebook pages: AUT Edge Award, AUT International Students, ISAA (International Students'

Association of Auckland), or because your friends or classmates of yours were interviewed by me and told you about my research, or introduced by the Campus Ambassadors from Auckland University of Technology, University of Auckland and some other universities.

You are invited to participate in this research if you obtained your bachelor degrees (not restrict to hospitality industry) in Mainland China, have been in New Zealand less than 3 years and in your last year of study in a hospitality programme, and have the aspiration to find a job in NZ after graduation.

What will happen in this research?

This research involves me interviewing you individually. I will interview you if you obtained your bachelor's degree in Mainland China, if you have been in New Zealand less than 3 years and have the aspiration to find a job in New Zealand after graduation. During the interview I will ask you to read three New Zealand job advertisements to see if you can identify what qualities the New Zealand employers are looking for. I would also like to talk to you about your experiences on applying for jobs.

The interviews will be recorded using a digital device, and I will also take notes to help me remember what happened during the interviews. I will send you a summary of the experiences you told me to see if you agree with the summary.

What are the discomforts and risks?

I hope that the discomforts and risks to you will be minimal as you are sharing your past experience with me. I will de-identify and anonymise all the information from the interviews. If you feel any discomfort or risk, you can withdraw at any time prior to completion of the data collection (November 2019). You will not be disadvantaged in any way if you do not choose to participate in this research.

What are the benefits?

You may benefit from thinking and talking about your experiences on applying for jobs. You will start to think what features or criteria the New Zealand employers are looking for. The wider community of Mandarin-speaking students may benefit as the researcher may identify points of difference from the original job advertisements between the Chinese (Mainland China) and New Zealand. By identifying the crosscultural and

crosslinguistic differences in job advertisements, it is hoped that I will obtain research experience and a master degree qualification, which may help me in finding a job in New Zealand as well.

How will my privacy be protected?

I will assign a code name to each participant and your real identity will be known only to me and my supervisor. My supervisor will keep this information in a locked filing cabinet in her office AF313 at the university.

What are the costs of participating in this research?

There should be no cost to you during the research. You will receive koha to thank you for your time.

What opportunity do I have to consider this invitation?

You have two weeks to consider whether to allow me to interview and eight weeks to consider whether you will allow me to use the data collected for my research.

Will I receive feedback on the results of this research?

Yes, I will write a summary of my findings and make it available to you.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Associate Professor Ineke Crezee, icrezee@aut.ac.nz, 09 – 921 9999 ext 7851

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTECH, Kate O'Connor, ethics@aut.ac.nz, 921 9999 ext 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Associate Professor Ineke Crezee, icrezee@aut.ac.nz, 09 – 921 9999 ext 7851

Researcher Contact Details:

Lu Cai, sweetylulu01@gmail.com, (or a temporary Wechat account)

Project Supervisor Contact Details:

Associate Professor Ineke Crezee, icrezee@aut.ac.nz, 09 – 921 9999 ext 7851

*Approved by the Auckland University of Technology Ethics Committee on 17/09/2019
AUTEC Reference number 19/316.*

参与者信息表

适用于同意参与访谈的在读酒店管理专业中国研究生

制作日期信息表：

2019 年 7 月 28 日

项目名称

中国大陆研究生如何批判性地看待新西兰招聘广告。

邀请函：

我是一名讲中文的学生，在奥克兰理工大学完成我的文学硕士（应用语言研究）。我对新西兰的招聘广告深感兴趣，并且想知道来自中国大陆的一小部分研究留学生如何看待这些广告。

我想得到您参加这项研究的许可。访谈涉及到我需要您阅读三个新西兰招聘广告，看看您是否能够确定新西兰雇主正在寻找怎样的员工特质，并谈论您申请工作的经历（如果有的话）。我将在访谈过程中记笔记，并使用数字设备记录过程，但您不需要回答过于个人化或可能让您感到尴尬的问题。

这项研究的目的是什么？

我的目的是为那些希望在新西兰找工作但未能确定雇主在招聘广告中寻找怎样的员工特质的学生提供一些潜在的对于跨文化理解（或误解）的见解。这项研究将用于我的硕士学位课程，并顺利完成。该研究的结果可用于学术出版物和演示。

我是如何确定并为何被邀请参加这项研究？

您可能会在 Facebook 的奥克兰理工大学 Edge Award, 奥克兰理工大学国际留学生和奥克兰国际学生协会的群里看到发布的广告，或者因为您的朋友或同学接受了我的访谈并告诉您我的研究情况，或者由奥克兰理工大学，奥克兰大学和其他一些大学的校园大使把您介绍给我。

如果您在中国大陆获得了学士学位（不限于酒店管理方面），来新西兰不超过 3 年并且希望毕业后在新西兰找工作，您将受邀参与此项研究。

这项研究会发生什么？

本研究的数据收集期涉及对您的个人访谈。如果是您在中国大陆获得学士学位，来新西兰不超过 3 年，并且处于您酒店管理学习的最后一年，并希望毕业后能在新西兰找到一份工作，您将被邀请访谈。访谈主要需要您阅读三个新西兰招聘广告，看看您是否能够确定新西兰雇主正在寻找怎样的员工特质。如果您有申请工作的经历，也非常愿意您能与我分享。

访谈中将使用数字设备进行记录，我还会记笔记，以帮助我记住访谈内容。在使用访谈内容前，我会先发您一份记录，由您确认内容，取得您的同意。

有哪些不适和风险？

我希望您与我分享您过去的经历时，对您的不适和风险将是最小的。我将对访谈中的所有信息进行去识别和匿名化。如果您感到任何不适或风险，您可以在完成数据收集（2019 年 11 月）之前随时退出。如果您不选择参加本研究，您将不会以任何方式处于不利地位。

有哪些好处？

对您个人来说，您在思考和谈论申请工作的经历中会开始考虑新西兰雇主正在寻找对的员工特质，您会对他们筛选的条件和标准更为清晰。对于中国大陆留学生来说，他们根据研究员发现的中国大陆和新西兰之间的招聘广告的不同点中也能受到启发。对于研究员本人来说，希望通过识别招聘广告中的跨文化和跨语言差异，可以获得相关的研究经验和硕士学位资格，并帮助其在新西兰找工作。

我的隐私将如何受到保护？

我将为每个参与者分配一个代码名称，只有我和我的导师知道您的真实身份。我的导师会将这些信息保存在她办公室 AF313 一个上锁文件柜中。

参与这项研究的费用是多少？

在研究期间，您应该没有任何费用产生。作为答谢，您会收到一份礼物。

我有考虑这个邀请的时间吗？

您有两周时间考虑是否参与访谈，还有八周时间考虑您是否允许我把采集到的数据用于研究。

我会收到有关此研究结果的反馈吗？

您会收到一份我的研究结果摘要。

如果我对这项研究有任何顾虑，我该怎么办？

关于该项目性质的任何问题，请先通知项目主管：Ineke Crezee 博士，[icrezee @ aut.ac.nz](mailto:icrezee@aut.ac.nz)，09 - 921 9999 转 7851

关于该项目的研究实施的任何问题，请通知 AUTECH 执行秘书：Kate O'Connor，[ethics @ aut.ac.nz](mailto:ethics@aut.ac.nz)，921 9999 转 6038。

有关此研究的更多信息，我该联系谁？

请妥善保管本信息表和同意书副本，作为将来参考。您也可以按如下方式联系研究团队：

Ineke Crezee 副教授，[icrezee @ aut.ac.nz](mailto:icrezee@aut.ac.nz)，09 - 921 9999 分机 7851

研究员联系方式：

蔡璐，[sweetylulu01 @ gmail.com](mailto:sweetylulu01@gmail.com)，（一个临时的微信账号）

项目主管联系方式：

Ineke Crezee 博士，[icrezee @ aut.ac.nz](mailto:icrezee@aut.ac.nz)，09 - 921 9999 分机 7851

奥克兰理工大学伦理委员会于2019 年 9 月 17 日批准参考号为 19/316 的申请

Appendix I: Consent Form

For use when interviews are involved.

Project title: How are New Zealand job advertisements perceived by graduate students from Mainland China: A critical reflection

Project Supervisor: Associate Professor Ineke Crezee

Researcher: Lu Cai

- ☐ I have read and understood the information provided about this research project in the Information Sheet dated 28 July 2019.
- ☐ I have had an opportunity to ask questions and to have them answered.
- ☐ I understand that notes will be taken during the interviews and that they will also be recorded by a digital device.
- ☐ I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way before the data collection.
- ☐ I understand that if I withdraw from the study then I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.
- ☐ I agree to take part in this research.
- ☐ I wish to receive a summary of the research findings (please tick one): Yes ☐ No ☐

If you ticked YES please provide a contact email address below.

Participant's signature :

Participant's name :

Participant's Contact Details (if appropriate) :

Date :

Approved by the Auckland University of Technology Ethics Committee on 17/09/2019
AUTEC Reference number 19/316

同意书

用于访谈相关内容

项目标题：中国研究生如何批判性地看待新西兰的招聘广告

项目指导：Ineke Crezee 博士

研究员：蔡璐

- 我已阅读并理解日期为 2019 年 7 月 28 日的研究计划说明书中所述内容。
- 我有机会提出问题并获得解答。
- 我知晓访谈过程中会有记录，并同意研究员使用电子设备录制访谈内容。
- 我知晓在数据收集阶段结束前，我可退出研究或撤回为该项目提供的信息，但不会受到任何不利影响。
- 我明白如果我退出这项研究，我会面临两个选择：任何关于我的数据将被删除，或者允许研究者继续使用这些数据。但一旦调查结果生成，我的数据将无法删除。
- 我同意参与该研究。
- 我希望获得研究报告的副本（请选择一项）：是○否○
如勾选“是”，请在下方提供邮箱地址。

受访者签名：

受访者姓名：

受访者联系方式（如适用）：

日期：

奥克兰理工大学伦理委员会于 2019 年 09 月 17 日 批准参考号为 19/316 的申请